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ABSTRACT

This document consists of nine issues (covering January through December 1999) of the newsletter "Community Update," containing articles on community and family involvement in education. Article topics include: new programs to help students prepare for college early; Vice President Al Gore announced the first-ever national Hispanic Education Action Plan to help Hispanic-American students; after-school program funding; appropriation bill signed into law to help parents, teachers, students, schools and communities build partnerships and make educational improvements; arrival of E-Rate for schools and libraries; America Counts Challenge initiative to help students master challenging mathematics; efforts to prepare workers and employers for the 21st century; Secretary of Education presented the John Stanford Education Heroes award to ten individuals committed to improving schools and communities; Mars Millennium project launched; moving education into the 21st century; preparing tomorrow's teachers to use technology; FY2000 education budget sent to Congress; teacher quality enhancement initiatives; reports on satellite town meetings; the "Everybody Wins!" literacy program; US West Foundation's technology initiatives and programs; NAEP Report showing progress in reading; educational benefits of smaller class sizes and modern schools; increases in classroom Internet access and the role of the E-Rate; summer reading programs; millennium initiatives; regional office support of after-school and nutrition programs; a new publication highlighting successful districtwide arts education programs; national commissions focusing on teacher recruitment and instructional improvement; "America Goes Back to School" initiative; school and business partnerships; ideas and resources for keeping schools and communities safe; increases in museum education programs; budgets; elementary and secondary education legislation; record-breaking enrollments; Compact for Reading; changing high schools to fit modern times; support for public school improvement; the Afterschool Alliance; comprehensive school reform; and the Apple Learning Interchange, a free online resource. Each issue includes an insert on family involvement, calendar of events, and announcements. (AEF)

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ED 438 780

Community Update, January – December 1999.

By Julie Anderson, Ed.

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Community Update

No. 63
January 1999
U.S. Department of Education

Special Insert on Family Involvement
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New Programs Can Help Students Prepare for College Early

January 1, 1999

In a recent survey, almost 70 percent of parents indicated that they have little information or want more about which courses their children should take to prepare for college. The same survey showed that 89 percent of parents wanted more information about how to pay for college, including the use of tax credits. In response to this need, the U.S. Department of Education has launched public information efforts to help students and their families prepare academically and financially for college: *Think College Early* and, in partnership with the Coalition of America's Colleges and Universities, *College Is Possible*. Both efforts have terrific information available on their Web sites (http://www.ed.gov/thinkcollege/early and http://www.collegeIsPossible.org).

In addition, the U.S. Department of Education's FY 1999 budget provides $120 million the *Gaining Early Awareness and Readiness for*

Undergraduate Programs initiative or "*GEAR UP,*"a significant competitive grant program that supports building local or state school-college partnerships to give middle school students the hope and pathways to prepare for college. *GEAR UP* will provide more than 180,000 at-risk, middle and high school students with academic and support services over several years to eliminate the barriers students face in preparing for and pursuing a college education. *GEAR UP* programs will also underscore a commitment to inform families, students and educators about financial aid programs--including expanded Pell grants, work-study programs, student loans, and new federal Hope and Lifelong Learning tax credits.

Encouraging students to "think college early" in the middle grades is a compelling approach to motivate students to take core academic courses, such as algebra in the eighth grade and geometry in the ninth grade, building up to the powerful college preparatory courses such as physics, trigonometry or calculus, three or four years of a foreign language, and one or two years of art or music by the senior year of high school. A variation of this approach was implemented in South Carolina during the 1980s under then-Governor Riley's education reforms. Enrollment in chemistry and foreign language courses almost doubled in South Carolina from 1981 to 1989, and advanced placement participation increased. As a result, SAT scores improved, college enrollment increased, and the number of first-time college freshmen needing remedial work decreased.

GEAR UP state grants will be awarded to states to provide early college awareness activities, improved academic support, information on paying for college, and scholarships. *GEAR UP* will also award multi-year grants to locally designed partnerships between colleges and high-poverty middle schools, along with at least two other partners--such as community organizations, businesses, religious groups, state education agencies, parent groups, or non-profits--to increase college-going rates among low-income youth. Partnership awards will be based on the following proven strategies:

- promoting rigorous academic course work based on college entrance requirements;
- working with a whole grade-level of students in order to raise expectations for all students;
- providing comprehensive services (mentoring, tutoring, counseling, after-school and summer programs) to students starting in grade 6 and continuing through grade 12;
- informing students and parents about college and financial aid options; and
- promoting parent and family involvement.

GEAR UP grant applications will be available early in 1999, and workshops for applicants are scheduled for March. For more information, visit http://www.ed.gov/gearup, e-mail gearup@ed.gov or call 1-800-USA-LEARN.

Diversity Is the Focus of January's Satellite Town Meeting

The challenges and opportunities posed by the increasing diversity of the nation's student population will be the focus of U.S. Secretary of Education Richard W. Riley's *Satellite Town Meeting* on its next broadcast, from 8:00 to 9:00 p.m. Eastern Time on January 19, 1999. The first program of the new year is entitled "Learning Together: Diverse Skills Building One America" and will feature a live discussion with school and community leaders who will share their advice and experiences.

Topics scheduled for discussion include: encouraging family involvement in a diverse school community; recruiting a more diverse teacher corps; model efforts for reaching students and parents who are limited-English proficient; and other issues. The discussion will also feature the findings of the president's Initiative on Race.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

For satellite coordinates, additional information, or to register your participation, call 1-800-USA-LEARN or visit the U.S. Department of Education's Web site at http://www.ed.gov/inits/stm.

Spring Satellite Town Meeting Schedule

Tuesday, January 19, 1999 8:00-9:00 p.m. Eastern #57 *"Learning Together: Diverse Schools Building One America"*

Tuesday, February 16, 1999 8:00-9:00 p.m. Eastern #58 *"Teaching Reading: Success Stories from School & Home"*

Tuesday, March 16, 1999 8:00-9:00 p.m. Eastern #59 *"High Standards at Work: Comprehensive Approaches to School Improvement" (NOTE: topic changed from May)*

Tuesday, April 20, 1999 8:00-9:00 p.m. Eastern #60 *"Improving Teacher Quality: Shaping the Profession That Shapes America's Future"*

Tuesday, May 18, 1999 8:00-9:00 p.m. Eastern #61 *"Counting the Stars: Math, Arts and Space Science" (NOTE: Topic changed from March)*

Tuesday, June 15, 1999 8:00-9:00 p.m. Eastern #62 *"School Leadership: Principals at the Center"*

Alternative Ways to View the Satellite Town Meeting

If you don't have access to a satellite dish, or if your community cable or school board channel isn't regularly broadcasting the Satellite Town Meeting, here are two more options for watching the program:

- The Learning Channel, now available in more than 70 million cable homes, rebroadcasts the Satellite Town Meeting after the program is aired live. For an up-to-date schedule of times that the program will appear on The Learning Channel, call 1-800-USA-LEARN.
- The Satellite Town Meeting also can now be viewed on a live cybercast, thanks to the generosity of NASA's Quest project. To view the program, point your Web browser to http://quest.arc.nasa.gov/stm/.

Viewers of the live cybercast can also post questions to Secretary Riley and his guests during the show. Archived portions of the most recent program are also available on this site.

Join STM-LIST!

We invite you to join our listserv: STM-LIST. The service is a way to provide you WITH *Satellite Town Meeting* program descriptions, satellite coordinates, registration information, and other news in a timely and up-to-date manner. STM-LIST is for information only, not for conversation.

To subscribe, address an e-mail message to: listproc@inet.ed.gov. Leave the subject line blank. In the message space, write: ***subscribe STM-LIST yourfirstname yourlastname***. If you have any questions, e-mail Satellite_Town_Meeting@ed.gov, call 1-800-USA-LEARN or visit http://www.ed.gov/inits/stm.

CED Partners with the Satellite Town Meeting

The Committee for Economic Development (CED), an independent, nonpartisan policy research group of business leaders and educators, is the Satellite Town Meeting's newest business partner. CED, along with the Satellite Town Meetings' other partners, U.S. Chamber of Commerce and the National Alliance of Business, will offer advice on

the program's content and help with outreach to the business community.

Special January 1999 Insert on Family Involvement

PARTNERSHIP for FAMILY INVOLVEMENT in EDUCATION

Spotlight on Our Newest Partner: Welcome North Carolina

The State of North Carolina recently signed on to the Partnership for Family Involvement in Education through the North Carolina State Board of Education. A special sign-on ceremony, sponsored by the State Board of Education and the Department of Public Instruction, was held during a statewide parent/community involvement conference on best practices in Greensboro. Chairman of the State Board of Education Phillip J. Kirk, Jr. joined Deputy Assistant Secretary of Education W. Wilson Goode and Director of the Office of Research and Development of the Maryland State Department of Education Darla F. Strouse in the sign-on ceremony.

As a further step, schools throughout North Carolina are being invited to join this effort and to sign on to the Partnership for Family Involvement in Education as well. The U.S. Department of Education extends a heartfelt welcome to North Carolina and applauds their efforts for taking this leadership role in support of family involvement in education. For more information about North Carolina's schools and family involvement efforts, visit http://www.dpi.state.nc.us.

Visit us online at http://www.pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine of all the members of the Partnership, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research shows that greater family involvement in children's learning is critical to achieving a high-quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

Faith Communities Come Together for Fourth Religion and Education Summit

Religious leaders, educators, members of the higher education community, and students came together at Spalding University in Louisville, Kentucky, on December 11 for the fourth Religion and Education Summit supported by the Partnership for Family Involvement in Education. This summit, co-sponsored by Spalding University and Kentuckiana Metroversity, a coalition of several postsecondary colleges, universities, and seminaries in Kentucky, was the first with a higher education component.

More than 500 participants gathered in Louisville from Kentucky, Ohio, Indiana and Tennessee to hear U.S. Secretary of Education Richard W. Riley participate in a town hall discussion on three important topics: family involvement in education, school safety, and preparing young people for college and careers. Programs that support these initiatives were presented in small group gatherings where participants could speak to practitioners from Tampa, Florida; Birmingham, Alabama; and Louisville, Kentucky. A materials fair featuring model programs, community services, information about the public schools in the area, and materials produced by the Partnership for Family Involvement in Education was open throughout the summit.

The goal of the Religion and Education Summit was to bring together leadership representing faith communities and elementary, secondary, and higher education to discuss issues of concern to the community and to build partnerships to bring about changes needed for the benefit of all children. Previous summits were held in Lawrence, Massachusetts; Wilmington, Delaware; and St. Petersburg, Florida. Partnerships formed at these summits have continued to work together to improve education and strengthen family and community involvement in local schools. To obtain information on how to plan and hold a Religion and Education Summit, e-mail partner@ed.gov.

Announcements

- The Girl Scouts USA, representing 3.5 million members and over 223,000 troops, recently signed a formal collaborative agreement with Kappa Delta Sorority, representing over 155,000 collegiate and alumnae members, to prepare young students for college. Kappa Deltas are planning to help girls earn a merit badge, offer college campus tours, and serve as reading tutors and mentors to Girl Scouts across the nation through the twin themes of "Lending Hearts and Hands" and "Together Preparing Girls for College, for Life, for All They Hope to Become." Kappa Deltas will help Girl Scouts to "think college early" and will encourage girls to become caring and concerned citizens and community leaders. For more information, write to: Sheila Lewis, Program Consultant, Girl Scouts USA, 15th Floor, 420 Fifth Avenue, New York, New York 10018-2702.

- During American Education Week, November 16-21, the Family Education Company, an active member of the Partnership for Family Involvement in Education, linked educators in Colorado, Illinois, New Jersey, and North Carolina in initiatives to connect families and schools via the Family Education Network Web site. The four-state initiative encourages schools to develop their own local Web sites as a means of strengthening information dissemination and connections with parents. For more information about the Family Education Company and the Family Education Network Web site, visit http://www.familyeducation.com/home.

Calendar

- ***January 15*** *The American Federation of Teachers (AFT) Winter Institute for Educational Research and Dissemination at the Washington Court Hotel in Washington, D.C. For more information, contact Ruth Dennis at the AFT at (202) 393-8635 or toll-free at 1-800-238-1133, extension 8635.*
- ***March 21-23*** *The National Association of Elementary School Principals (NAESP) holds its tenth annual National Principals' Hotline to answer questions about schools, children, and education. For more information, contact June Million at (703) 518-6260 or (703) 684-3345.*
- ***April 6-10*** *The National Association of School Psychologists 31st Annual Convention, "A Blueprint for the Future," in Las Vegas, Nevada at Bally's Hotel and Resort. For more information, contact Marcia Harvey at (301) 657-0270 or visit http://www.naspweb.org.*
- ***May 6-7*** *The 1999 Business and Education Conference "Making It Work, Making It Pay...Better Education Is Everybody's Business" at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org.*

Hispanic Education Action Plan Will Help Students Stay and Succeed in School

Last February, Vice President Al Gore announced the first-ever national Hispanic Education Action Plan to help Hispanic-American students stay and succeed in school. This commitment is the result of months of consultation between the Congressional Hispanic Caucus, education and Latino organizations, the National Economic Council, the U.S. Department of Education, and the White House Initiative on Educational Excellence for Hispanic Americans.

The action plan is a response to the final report of the Hispanic

Dropout Project, *No More Excuses*, published by the U.S. Department of Education and to the earlier recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans' report *Our Nation on the Fault Line*. The action plan is intended to help Latino youngsters master the basics of reading and math, learn English, stay in school, and most importantly, prepare them for -- and help them succeed -- in college.

The U.S. Department of Education's FY 1999 budget includes $520 million for the action plan to fund select education programs that address the educational needs of Hispanic students. The following programs are included in the administration's Hispanic Education Action Plan: Title I, Bilingual Education, Adult Education, Comprehensive School Reform, TRIO programs, Strengthening Hispanic-Serving Institutions Program, Migrant Education, High School Equivalency Program (HEP), and College Assistance Migrant Program (CAMP). For more information, contact Deborah Santiago at the White House Initiative on Educational Excellence for Hispanic Americans at (202) 401-1411.

Learn About Potential Funding for After-School Programs at Regional Workshops

The U.S. Department of Education, with the National Community Education Association and the National Center for Community Education, is offering a series of one-day regional workshops in 12 sites throughout the country on January 11-30 to assist people who may apply for grants under the 21st Century Community Learning Centers program. The workshops will help potential applicants plan and implement high-quality after-school programs, and will feature technical assistance, research results, and examples of high-quality after-school programs and activities in the region. The conferences are being sponsored by the C.S. Mott Foundation and are free of charge to participants. For more information, call 1-800-USA-LEARN.

1999 Education Budget Provides Critical Resources for Education Improvements

In October, Congress passed and President Clinton signed into law the fiscal year 1999 appropriations bill for the U.S. Department of Education. This budget agreement will help parents, teachers, students, schools and communities build partnerships and obtain critical resources to make needed educational improvements. Key initiatives in the appropriations for FY 1999 include:

- **$1.2 billion for class size reduction** by helping to pay for and train teachers to give more personalized attention to students in grades 1 through 3.
- **$260 million for the Reading Excellence Act** to help more children learn to read well and independently by the end of the third grade.
- **$200 million for 21st Century Community Learning Centers** to expand after-school and summer programs to over a quarter of a million students.
- **$75 million for Technology Teacher Training** to help train new teachers to use technology in the classroom.
- **$566 million for Safe and Drug Free Schools** to help schools become safe, drug-free learning environments, and provide funds to place drug and violence prevention program coordinators in middle schools.
- **$120 million for GEAR UP** to give disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and universities or through state-administered programs.
- **$75 million for Improving Teacher Quality** to help recruit and prepare talented, dedicated and well-prepared teachers for America's classrooms.
- **$10 million for Learning Anytime Anywhere Partnerships** to support access to quality postsecondary education and lifelong learning through the use of distance education technology and related innovations.

The FY 1999 budget will also continue the effort to raise standards through help from Goals 2000, and provide the largest maximum award ever for Pell Grants--$3,125 a year per eligible student--for lower-income students to attend college. For more information about the U.S. Department of Education's fiscal year 1999 budget, call 1-800-USA-LEARN or visit http://www.ed.gov/inits/FY99.

The E-Rate Has Arrived and America's Schools and Libraries Are Starting to Benefit

On November 23, a bipartisan group headed by Vice President Al Gore, U.S. Secretary of Education Richard W. Riley, Federal Communication Commission Chairman William E. Kennard, Senator John D. Rockefeller (D-WV), and Representatives Constance A. Morella (R-MD), Calvin Dooley (D-CA); Tim Roemer (D-IN); and Xavier Becerra (D-CA) announced the first wave of funding commitments for the E-Rate discounts. The E-Rate will help empower every school and library across the country by providing discounted access to advanced telecommunications.

"The E-Rate and the Technology Literacy Challenge Fund will allow our nation to take a giant step forward, improving the education we

provide our children," Vice President Gore said. "Together we are using our newest tools to support our oldest goals -- helping our students learn by giving them the best education we can."

Research has demonstrated that as a result of appropriate and wise use of new technology, test scores in math are higher, attendance rates have improved, students' writing has improved, teachers have better training, and parents have become more involved in their children's education. The E-Rate, which is administered by the Schools and Libraries Corporation (SLC), will provide $1.925 billion in discounts in during an 18-month period. The discounts, which range from 20 percent to 90 percent, cover internal wiring costs for the neediest applicants and subsidize Internet access and telecommunications services for all eligible applicants. Due to a large number of awardees, the discounts are being sent out in waves between November 1998 and January 1999. The first two weeks of the E-Rate announcements included more than 6,000 funding commitment letters totaling almost $150 million in discounts.

The "digital divide" -- the increasing disparity between those who have access to this technology, and those who do not -- is centered along socioeconomic and geographic lines. In an effort to bridge this gap, the E-Rate makes the nation's poor and rural schools and libraries eligible for the deepest discounts. For example, Marcus Garvey Elementary School in Chicago is already reaping the benefits of the E-Rate. This inner city school, which previously could not afford any sort of advanced telecommunications, is receiving nearly $90,000 in first-wave discounts, enabling it to become completely networked. Four schools in rural Alabama's Marengo County School District will receive $100,000 in E-Rate discounts, making it possible for them to also hook up to the Internet for the first time.

Vice President Gore and Secretary Riley also announced the Department of Education's Technology Literacy Challenge Fund, which provides $425 million in grants to states and local communities. This fund complements the E-Rate by allowing local communities to purchase modern computers, train teachers to effectively integrate technology, and utilize high-quality educational software. Together, these programs will support effective integration of technology throughout the curriculum.

The application window for E-Rate funding in 1999 began December 1 and will last until March 19, 1999. For more information, visit the SLC's Web site at http://www.slcfund.org or contact them at 1-888-203-8100.

Donations of School Supplies Urgently Needed

Your help is urgently needed to assist children in Central America and the Caribbean to return to school and overcome the trauma caused by Hurricane Mitch. Many children, especially those whose

parents have lost everything, do not have the supplies they need to return to school in early February.

Hurricane Mitch, one of the strongest and most damaging storms of the 20th century and the worst ever to hit Central America, left more than 18,000 people dead or missing and caused $5.3 billion in damages. Nearly 5,000 schools were destroyed or damaged by Hurricanes Mitch and Georges at an estimated cost of $186 million. The Honduran education system was the most severely effected with a third of its school facilities badly damaged. Serious losses to school infrastructure also occurred in Nicaragua, El Salvador and the Dominican Republic.

In addition to the loss of school buildings, all the education systems affected by the hurricanes suffered damage to supporting infrastructure (electrical lines, water and sanitation); school furnishings (desks and other equipment); and school supplies (textbooks and teaching materials, notebooks, pencils, rulers, bookbags and chalk). In many areas, schools are now the primary shelter for thousands of families making school start-up difficult. In Honduras, the school and transportation systems were so badly damaged that the country has decided to utilize radio to deliver education to students housed in tents and temporary shelters.

International donors, working with the respective governments in Central America, will rebuild schools as quickly as possible. Nevertheless, many children, especially those whose parents have lost everything, need schools supplies so that they can resume some normalcy in their lives. Items needed include desks, blackboards and chalk, pens and pencils, crayons, erasers, notebooks, bookbags, Spanish dictionaries, rulers, protractors, radios with cassette recorders, blank cassettes and batteries.

Transportation and distribution of the supplies is a problem, and donors are encouraged to make their own arrangements to ship commodities. The United States Agency for International Development (USAID) through its coordination unit, International Resources Group (IRG), will make every effort to help with the transportation and distribution of donations. For more information, write to: IRG, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036, call (202) 289-0100 or e-mail mitch@irgltd.com.

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Community Update

No. 64
February 1999
U.S. Department of Education

Special Insert on Family Involvement
(See below)

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America Counts Can Help Students Master Challenging Mathematics

February 5, 1999

On November 12,1998, Vice President Gore unveiled *America Counts Challenge*, an administration initiative to help all students master challenging mathematics, including the foundations of algebra and geometry, by the end of eighth grade. During a visit to the Dana Middle School in Los Angeles, California, Vice President Gore announced a six-point strategy to:

- Provide help, personal attention and additional learning time for students who need extra assistance in mastering the fundamentals of mathematics in elementary and middle school;
- Equip teachers to teach challenging mathematics by ensuring that they enter the profession with a solid understanding of mathematics and the best ways to teach it, and provide ongoing opportunities for teachers to upgrade their skills;
- Encourage a challenging and engaging curriculum for all students based on rigorous standards that meet national and international benchmarks of excellence;
- Ensure that local, state and federal resources are coordinated in support of high-quality and coherent mathematics programs that hold high expectations for all students;
- Build public understanding of the mathematics our students must

master to ensure their and our nation's prosperity and growth; and

- Support high-quality research to improve our knowledge about mathematics teaching and learning.

Vice President Gore discussed with students, parents, teachers, tutors, university presidents, business leaders, and mathematics educators the national mobilization of mathematics tutors and the newly expanded Federal Work-Study Waiver portion of *America Counts*. These efforts, designed to help America's elementary through ninth grade students improve their achievement in mathematics, encourage adults with an affinity for mathematics--including health care professionals, business leaders, mathematicians, scientists, and college students--to provide assistance to students who could benefit from supplemental learning time.

The national mobilization of tutors will build upon the success of the *America Reads Challenge* initiative, in which over 1,000 colleges and universities have Federal Work-Study students tutoring elementary school children in reading. The success of the *America Counts* tutoring campaign, however, depends upon the active involvement and expertise of many people in the field.

In response to this challenge, the U.S. Department of Education will encourage colleges to establish tutoring programs that will provide sustained mathematical help to young people during and after school, on weekends, and in summer. The U.S. Department of Education, in collaboration with the National Science Foundation, will also provide information about exemplary tutoring and mentoring programs, and design and establish model programs for high-quality training.

For more information about *America Counts*, contact Linda Rosen at (202) 401-3389 or e-mail Linda_Rosen@ed.gov. You can also visit the *America Counts* Web site at http://www.ed.gov/americacounts/ or access a guide from the U.S. Department of Education about establishing a federal work-study program at http://www.ed.gov/offices/OPE/pubs/WorkStudy. *Yes, You Can*, a guide for establishing mentoring programs, is also available at http://www.ed.gov/pubs/YesYouCan.

CU

February Town Meeting Will Highlight Ways to Develop Good Reading Skills at Home and School

Strong reading skills are necessary for students to succeed academically, prepare for college, and obtain the skills they will need to compete and succeed in the workplace of the 21st century. Research shows that schools, communities and families can help children learn to read well at home and school: Teachers can adjust instruction for students' individual learning styles; principals can encourage reading in all

areas of the curriculum and support quality teaching; parents can reinforce and extend the reading instruction that children receive in school; and librarians and communities can help provide tutors, mentors and reading partners during and after school and in summer.

Live from Los Angeles, California, the February Satellite Town Meeting will highlight ways that schools and communities are making the teaching of reading a priority. U.S. Secretary of Education Richard Riley will present a panel of guests who will discuss how parents can reinforce key skills at home, and how communities can support the learning of reading. Entitled "Teaching Reading: Success Stories from School and Home," the hour-long program will air on Tuesday, February 16 at 6:00 p.m. Pacific time and 8:00 p.m. Eastern time.

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

The coordinates are as follows:

> **C-Band:** GE2, Orbital Location 85 degrees West; Transponder 24; Horizontal Polarity; Channel 24; Downlink Frequency 4180 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).
>
> **Ku-Band:** Galaxy 3, Orbital Location 95 Degrees West; Transponder 12; Horizontal Polarity; Channel 12; Downlink Frequency 11930 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

For additional information or to register your participation, call 1-800-USA-LEARN, visit the U.S. Department of Education's Web site at http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov.

CU

Vice President Announces New Efforts to Prepare Workers and Employers for 21st Century

On January 12, 1999, in Washington, D.C., Vice President Gore convened the summit on "21st Century Skills for 21st Century Jobs." The conference brought together business and education leaders, federal, state and local officials, labor unions, and communities across the nation to discuss ways to help American workers acquire the skills they need for successful careers and ensure that employers get the skilled workers they need to stay competitive. Labor Secretary Alexis Herman, Commerce Secretary Bill Daley and Small Business Administrator Aida Alverez also participated in the summit, which was broadcast to over 1,000 sites

across the nation.

"America's competitiveness and the prosperity of our people in a changing economy depend increasingly on high-skill, high-wage jobs," Vice President Gore said. "Realizing our potential will require investing in education and learning for all of our people throughout their lifetimes."

Vice President Gore announced several means with which to address ways to help American workers and employers. These include:

- An estimated $60 million plan to help train American workers for high-skill jobs in industries facing skill shortages;
- More worker scholarships;
- A new tax credit to encourage literacy programs at the workplace;
- A challenge to help every adult American finance postsecondary education and training throughout their lifetime and a new advisory committee of outside experts and leaders to develop options for meeting this challenge;
- Access to college aid for more working Americans and dislocated workers;
- A prestigious new award from the president and vice president for communities that effectively invest in raising skills of adults across the community;
- A new leadership group of top CEOs, college presidents, labor union leaders, cabinet members, and other public officials to help working Americans develop the skills they need for career success and economic security;
- New Internet services;
- A new Executive Order to help the federal government become a model user of technology for training; and
- A new administration report showing the payoff of investing in education and training.

To obtain more information, please visit http://vpskillsummit.org/.

Special February 1999 Insert on Family Involvement

PARTNERSHIP for FAMILY INVOLVEMENT in EDUCATION

Department of Education and USA TODAY Join Forces to Create New Web Site

The U.S. Department of Education and the Partnership for Family Involvement in Education (PFIE) joined forces with *USA TODAY* in co-sponsoring a new education Web site. This unique public-private alliance expands both organizations' commitment to family-school-community partnerships.

"I want to thank *USA TODAY* for their commitment to excellence in education," U.S. Secretary of Education Richard W. Riley said. "Millions of people are benefiting from the information that is readily available through this new Web site. This is an important step in strengthening family involvement in education."

Thanks to *USA TODAY* Education and Copernicus Interactive, a provider of customized Internet content for schools, the site at http://pfie.ed.gov now contains interactive features and has greater exposure across the nation and throughout the education community. Visitors to the *USA TODAY* news Web page, which receives 21 million visits a month, can now link through *USA TODAY*'s Education resources to the new PFIE Web site at http://education.usatoday.com.

"Our partnership with PFIE significantly strengthens our goal to foster the school/home alliance by providing a gateway to vital education information and resources to help educators, parents and students," said Ricardo Valencia, *USA TODAY* director of education.

The new PFIE Web site features a "spotlight" article every week, focusing on various educational and family-school-community partnership issues, and allows an interactive database search of all the members of the PFIE. The site provides examples of successful educational programs, outlines the U.S. Department of Education's initiatives, lists publications, and contains numerous links to other relevant sites.

The PFIE was started in September 1994 by Secretary Riley in an effort to join together employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. Thousands of organizations are currently members of the Partnership, representing every state in the country. If you are interested in joining the PFIE, visit http://pfie.ed.gov, or call 1-800-USA-LEARN. For information about *USA TODAY*'s education programs, call 1-800-757-TEACH.

Visit us online at http://www.pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine of all the members of the Partnership, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research shows that greater family involvement in children's learning is critical to achieving a high-quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

CU

Hispanic Education Conferences Highlight Importance of Family Involvement in

Children's Education

Latinos are the fastest growing community in the country, but have lower educational achievement rates than other groups. In response to this national dilemma, the White House Initiative on Educational Excellence for Hispanic Americans is holding a set of conferences nationwide entitled "Excelencia en Educación: The Role of Parents in the Education of Their Children." The conferences aim to advance a national dialogue on the essential role parents play in supporting the education of their children and to build upon the strong Latino and community support for education.

The White House Initiative on Educational Excellence for Hispanic Americans sponsored the first conference in San Antonio, Texas, in October 1998 and will host the next conference in Los Angeles, California on March 5-6, 1999. Partnering in the Los Angeles event are the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood Through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.

These conferences reflect a shared commitment to improve educational opportunities for all children, and most particularly for Latinos. Participants are given the opportunity to address current educational issues, focus on powerful strategies to support parents whose own education ended before the completion of high school, and consider how schools, teachers, civic leaders, community-based organizations, business, and federal agencies can reach out to parents to more fully engage them in their children's education.

The White House Initiative on Educational Excellence for Hispanic Americans is already working with community leaders in New York, Chicago, and Miami to stage similar conferences in 1999. For more information, call (202) 401-4521.

Calendar

March 21-23
The National Association of Elementary School Principals' (NAESP) tenth annual National Principals' Hotline to answer questions about schools, children, and education. For more information, contact June Million at (703) 518-6260 or (703) 684-3345.

April 6-10
The National Association of School Psychologists' 31st Annual Convention, "A Blueprint for the Future," in Las Vegas, Nevada, at Bally's Hotel and Resort. For more information, contact Marcia Harvey at (301) 657-0270 or visit http://www.naspweb.org.

May 6-7
The 1999 Business and Education Conference, "Making It Work, Making It Pay...Better Education Is Everybody's Business," at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org.

U.S. Department of Education Honors Citizens' Efforts to Improve Education

On December 9, 1998, U.S. Secretary of Education Richard W. Riley presented the U.S. Department of Education's first-ever "John Stanford Education Heroes" award to ten individuals selected for their commitment to improving schools and communities and increasing learning opportunities for students. Secretary Riley named the awards in honor of the late General John H. Stanford, the former Seattle schools superintendent who was well known for inspiring the community to get involved in efforts to improve local schools.

The competition was designed to honor parents, teachers, principals, members of the community or religious organizations and employers from around the country who have undertaken activities to help children learn and to improve schools. Award recipients were honored for their creative and innovative approaches to engaging students in science, technology, the arts or nature to inspire them to learn; involving parents and the community in establishing equitable and respectful learning environments for diverse student populations; mobilizing parents to better communicate with and get involved in schools; and making their message for better education heard by the larger community. Secretary Riley's ten regional representatives nominated individuals who have excelled in their communities and the winners were selected by a committee consisting of members of the Partnership for Family Involvement in Education.

The 1998 John Stanford Education Heroes award was presented to Patty Arthur of Spokane, Washington, a parent volunteer who formed an organizing team with other parents, teachers and the principal at the Ridgeview School in an effort to improve student learning; Steve DeMasco of New Haven, Connecticut, founder of the Kids for Life Foundation which helps students develop self-respect and discipline;

Eugene Eubanks of Kansas City, Missouri, a professor at the University of Missouri-Kansas City and a widely recognized consultant in the area of education, equity, desegregation and urban problems; Kathleen Gaffney of Jersey City, New Jersey, president and co-founder of Artsgenesis, a non-profit arts education organization which creates arts programs for children, parents and educators; Jacqueline Greenwood of Indianapolis, Indiana, principal of Arlington High School and a supporter of parent and community involvement to promote positive role models in her school; Don Johnson of Springdale, Arkansas, principal of Elmdale Elementary School where he has implemented mentoring and tutoring programs to benefit his students; Veronica Joyner of Philadelphia, Pennsylvania, national president and founder of Parents United for Better Schools (PUBS), where she works to empower parents to become involved in their local schools; Roy Kaplan of Tampa, Florida, executive director of the Tampa Bay chapter of the National Conference for Communities and Justice where he works to provide students with alternatives to racial, cultural and personal injustice; John McConnell of Grand Junction, Colorado, founder of the Sci-Tech Exploratorium at Wingate Elementary School where he assists students with mentoring and tutoring programs; and Alice Waters of Berkeley, California, founder of "The Edible Schoolyard" program at the Martin Luther King Jr. Middle School, a program that involves students directly in planting, harvesting and cooking their own school lunches. For more information, call 1-800-USA-LEARN.

Catch an E-Rate Wave

Schools and libraries across the country are celebrating the long-awaited receipt of E-Rate funding commitment letters issued by the Schools and Libraries Universal Service Division (SLD). E-rate discounts for Year 1 have been distributed as follows:

- On November 23, 1998, the first wave of 3,060 letters was mailed, allocating $73,146,337;
- On December 8, 1998, the second wave of 3,368 commitment letters was sent, allocating $75,592,702;
- On December 23 1998, the third wave rolled out $25,240,419 to 1,112 applicants;
- On December 30, 1998, the fourth wave, the SLD committed $33,373,900 to 1,086 applicants;
- On January 15, 1999, the SLD issued part II of wave four. This special wave of E-rate funding commitment letters, allocating nearly $8 million, was issued to 1,300 library applicants from every state; and
- Wave five, which was sent on January 21, 1999, consists of more than 4,500 letters committing over $211 million dollars.

To date, the SLD has committed over $427 million to 13,000 applicants,

and schools and libraries are eager to submit applications for Year 2 (July 1, 1999-June 30, 2000). The application window for E-rate funding in 1999 opened on December 1, 11998 and will close on March 19, 1999. For more information, visit http://www.slcfund.org or call 1-888-203-8100.

CU

First Lady Launches the Mars Millennium Project

Citing the White House Millennium Council's theme "Honor the Past, Imagine the Future," First Lady Hillary Rodham Clinton launched the Mars Millennium Project on January 14, 1999, at the National Air and Space Museum in Washington, D.C.

"There is nothing that entices children and adults as much as the idea of space travel and colonization with respect to imagining the future," Mrs. Clinton said. "Starting next school year, students all over the country will be able to take off on their own journeys of imagination to Mars."

The Mars Millennium Project is an exciting youth initiative that challenges students across the nation to imagine and plan a community on the planet Mars for the year 2030. The launch included a video-taped address from the honorary chair, former U.S. Senator and astronaut, John Glenn, and was attended by U.S. Secretary of Education Richard W. Riley, National Aeronautics and Space Administration Administrator Daniel Goldin, National Endowment for the Arts Chairman Bill Ivey, Vice President for Education of the J. Paul Getty Trust Ted Mitchell, and former manager of JPL's Mars Exploration Program Donna Shirley.

"The Mars Millennium Project offers an exciting opportunity for our teachers and students to link a variety of learning disciplines and multi-step problem solving, and to harness students' creative impulses," Secretary Riley said.

An interdisciplinary effort, the Mars Millennium Project will engage kindergarten through high-school students in classrooms and youth groups throughout the United States. Working in teams and with educators, community leaders and professionals in many fields, hundreds of thousands of young people will weave the arts, sciences, and humanities into an exploration of their own communities. The result will be a plan for a new community on Mars -- one that is scientifically sound and offers a high quality of life--and one in which they would be proud to live.

The project will unfold in both formal and informal educational settings. Participation kits geared for grade levels K-2, 3-5, 6-8, and 9-12, as well as community organizations, will be available in March 1999. Student will work on their designs during the 1999-2000 school year, with project concepts entered into a National Registry and finished works displayed in an online Virtual Gallery and at local and national exhibits in the spring and summer of 2000.

Guiding the Mars Millennium project are the U.S. Department of Education, the National Aeronautics and Space Administration and its Jet

Propulsion Laboratory, the National Endowment for the Arts, and the J. Paul Getty Trust, in concert with the White House Millennium Council. In addition, more than 90 of our nation's most prestigious organizations, corporations and businesses have signed on in support of the project, many of whom are supplying resources and materials to promote the project and providing additional learning opportunities to project teams.

For more information on how you can become involved in this national initiative, visit the project Web site at http://www.mars2030.net, or contact the project managers at (310) 274-8787, extension 150 or via e-mail at mars@pvcla.com.

Thousands of Students and Employers Participate in Groundhog Job Shadow Day

Punxsutawnty Phil did not see his shadow, but 500,000 students did! The Second Annual Groundhog Job Shadow Day on February 2, 1999, was a great success with over half a million students teaming up with "workplace mentors" to see how classroom lessons are applied in the real world of work.

In Washington, D.C., over 2,000 "shadows" were seen in offices around town. Some of the participants included 60 legislators on Capitol Hill, dozens of aides at the White House, employees at 13 federal agencies and departments and hundreds of local businesses. The Department of Labor hosted 60 students from area middle and high schools and U.S. Secretary of Transportation Rodney Slater hosted over 700 students from Prince George's County, Maryland, at the U.S. Department of Transportation. "Shadows" were also seen with 25 governors and the entire cast of the "Today Show".

The U.S. Department of Education welcomed 75 students from several District of Columbia high schools and career academies. Students had the opportunity to spend time with Acting Deputy Secretary Mike Smith, Assistant Secretaries Trish McNeil, Norma Cantu, Kent McGuire, Mario Moreno, and Counselor to U.S. Secretary of Education Terry Peterson, as well as other senior staff.

This national initiative was sponsored by The National School-to-Work Office, Junior Achievement, America's Promise--The Alliance for Youth, and the American Society of Association Executives. For more information, visit http://www.jobshadow.org.

National Conference to Highlight Before and After School Programs

The national conference "Beyond School Hours II: What Really Works?"

will be held at the Orlando Marriott International Drive, Orlando, Florida, from Sunday, February 28 through Wednesday, March 3, 1999. Sponsored by FOUNDATIONS, Inc., in association with the U.S. Department of Education, the conference is designed to help experts and practitioners identify non-school hour program needs and devise action steps to make them happen.

Over twenty creative, hands-on workshop sessions will cover a broad range of topics designed to provide attendees with a clear understanding of the issues and the tools to establish quality before and after-school enrichment programs in their local communities. Conference speakers will include Adriana A. deKanter, deputy director of planning and evaluation services at the U.S. Department of Education, and liaison to the Charles Stewart Mott Foundation's support of the 21st Century Learning Centers; Geoffrey Canada, President and CEO of Rheedlen Centers for Children and Youth; Anne Bouie, author, trainer, and facilitator with the Center for the Development of Schools and Communities; and Eddie Collins, Jr., a nationally-recognized speaker on the importance of quality after school time programming for youth at the University of North Carolina.

For conference registration information, call FOUNDATIONS, Inc. at 1-888-977-KIDS (5437) or visit the FOUNDATIONS Web site at: http://www.foundations-inc.org.

CU

Donations of School Supplies Urgently Needed

The Honduran and Nicaraguan education systems suffered severe damage from Hurricane Mitch, one of the strongest and most damaging storms of the 20th century and the worst ever to hit Central America. Approximately 2,000 schools were partially or totally destroyed and 210,000 primary school children were affected by the disaster. The governments of Honduras and Nicaragua intend to reopen schools in early February, but many children do not have the supplies they need to return to school.

Honduran authorities report that about 150,000 primary school children in grades 1-6 have been affected by Hurricane Mitch. Supplies needed include: 250,000 desks; 300,000 copybooks and number two pencils; 150,000 ballpoint pens, rulers and bookbags; 112,500 boxes of crayons; 37,500 protractors and compasses; 12,000 Spanish dictionaries; 5,000 radios; 1,000 radio-cassette players; 10,000 blank cassettes; and all the "D" size batteries that can be donated.

In Nicaragua, about 60,000 primary school children were affected by Hurricane Mitch in about 500 schools. Supplies needed include: 500 first aid kits; 1,500 mobile chalkboards and chalk; 2,000 packages of white bond paper; 6,000 markers, rulers and nylon bags; 3,000 rolls of masking and scotch tape; 500 radios; and 7,500 black cassettes.

In addition to the schools, 54 municipal education offices that provide teacher support in the Honduras and Nicaragua were affected by the

hurricane. Supplies needed include: typewriters; 540 packages of white bond paper; staplers; paper cutters; radios and cassettes; markers, pens and pencils; and assorted office supplies.

The United States Agency for International Development (USAID) through its coordination unit, International Resources Group (IRG), will make every effort to help with the transportation and distribution of donated school supplies. For more information, write to: IRG, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036, call (220) 289-0100 or e-mail mitch@irgltd.com.

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U.S. Department of Education

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New Challenges, A New Resolve: Moving American Education into the 21st Century

March 4, 1999

Editor's note: *On February 16, U.S. Secretary of Education Richard W. Riley delivered his sixth annual State of American Education address in Long Beach, California. Below are excerpts from the speech "New Challenges, A New Resolve: Moving American Education into the 21st Century." The entire speech is available on the World Wide Web at http://www.ed.gov/Speeches/02-1999/990216.html.*

This is an exciting time for American education.... Across America there is a new realism mixed with hope: a willingness to take an honest accounting of our situation; a clear understanding of the changes we are experiencing and the challenges ahead; and a new resolve to overcome these challenges to give all of our children real hope for the coming times -- to get serious about providing a quality education to every American....

We have a new national focus on reading and we are hopeful that we have ended the reading wars. A landmark study by the National Academy of Sciences has laid out a balanced plan to improve reading. And, last week, we released new data that tells us that our nation's reading scores are up for the first time in all three grade levels -- fourth, eighth and twelfth. That's progress. But 38 percent of our fourth graders are struggling to learn this very first basic.

Our achievement scores are up for math and science. New standards have helped. Yet, we have increasing shortage of quality math and science teachers. And our nation's math and science curriculum does not come close to matching world standards in our middle and high schools.

We have a stubborn achievement gap between the well-off and the poor. This is a hard, cold reality; too many of our schools are failing some of our children and some of them shouldn't be called schools at all. We need to turn this around....

BEST COPY AVAILABLE

Another fact of great concern: our nation's school buildings are over-crowded or simply wearing out. The American people know that and so do I. The President is going back to the Congress for the third year in a row to get you the help you need to modernize your schools. Congress needs to get it done.

Access to college is one of the greatest achievements of American education. Increases in Pell Grants and college work-study and the creation of the Hope and Lifetime Learning tax credits will give many more Americans the ability to get a higher education. We estimate that 5 million Americans will use the Hope tax credit for the first time this year when they fill out their income taxes....

As our children master the basics, we have to make sure that they go to schools that are safe and disciplined....Last year was a terrible time of random killings in our nation's schools. This school year has started somewhat more quietly. But we must always remain vigilant....

We have to give teachers and principals the resources they need and free up their creativity to achieve results and reach high standards. We must make sweeping efforts to make teaching a first-class profession. And, then, we must hold schools accountable for results.

This is why President Clinton will send to Congress a significant revision of the Elementary and Secondary Education Act. This revision is based on a comprehensive three-part strategy: 1) targeting increased investments to disadvantaged children, with particular attention to the early years of schooling; 2) improving teacher quality; and 3) promoting real accountability for results....

Now, I want to talk to you about America's teachers -- America's future....We can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers. This is why I call on Governors and state legislatures to rise to the challenge and take a comprehensive look at the needs of this vital profession....

I ask state leaders to recognize the full dimension of the problem. Too many potential teachers are turned away because of the cumbersome process that requires them to jump through hoops and lots of them. Too many veteran teachers tell me that the process of maintaining their license adds little value to their professional expertise. And too many of our best teachers are leaving the profession because of low pay, poor working conditions and weak school leadership....

To recruit teachers, we must first overcome this paradox: in every poll, Americans tell us that being a teacher is one of the most important and valued jobs in this land. So often, however, these same Americans discourage their children from entering the profession because of low salaries....

To prepare the next generation of teachers, we must turn to the presidents of our great colleges and universities for new leadership. Our colleges of education can no longer be the sleepy backwaters that many of them have been. There must be greater collaboration from all parts of the university community, including the arts and sciences....

Now a few thoughts about the future. Let's stretch our minds and ask

ourselves how we can make American education more engaging....

Last month, with the support of First Lady Hillary Rodham Clinton and with the help of NASA, the National Endowment for the Arts, the Jet Propulsion Lab at Cal Tech and the J. Paul Getty Trust, we launched the "Mars Millennium Project."

This project is a fusion of the arts, science and technology and it will ask thousands of young people to imagine and help us create the first American colony on Mars. We need to develop hundreds of projects like the "Mars Millennium Project" to make learning exciting and challenging....

I am optimistic. With a realism that is mixed with hope, we can achieve the democracy of excellence we seek. Le us build those new connections that bind us together. And let us always remember that the "victory is in the classroom" with America's teachers... America's future.

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March Town Meeting Will Focus on Comprehensive School Reform

Research tells us that the best way to improve a school is with a comprehensive approach ensuring that every element of the school focuses on raising student achievement. Such an approach aligns all of a school's resources--human, financial, and technological--and focuses on core academic subject areas, professional development for teachers, school organizations, and parent involvement to meet challenging academic standards.

Live from Denver, Colorado, the March Satellite Town Meeting will focus on schools and communities that are using research-based designs for schoolwide change that work to raise student achievement. U.S. Secretary of Education Richard Riley and his panel of guests will examine comprehensive school improvement programs across the country that emphasize standards, basic academics and parental involvement. Entitled "High Standards at Work: Comprehensive Approaches to School Improvement," the hour-long program will air on Tuesday, March 16 at 6:00 p.m. (MT) and 8:00 p.m. (ET).

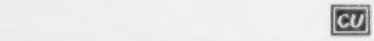
The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

The coordinates are as follows:

> **C-Band:** Galaxy 3, Orbital Location 95 degrees West; Transponder 21; Horizontal Polarity; Channel 21; Downlink Frequency 4120 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS 6, Orbital Location 74 Degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 11921 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station of Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For more information, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov.



Preparing Tomorrow's Teachers to Use Technology

For the first time, the U.S. Department of Education this summer will award $75 million for grants that will help prepare future teachers to use modern learning technologies. The *Preparing Tomorrow's Teachers to Use Technology* program is part of President Clinton's larger technology literacy initiative to ensure that all teachers are able to effectively use technology for improved teaching and learning.

In less than a decade our nation's schools must recruit over two million new teachers. These future teachers must enter their classrooms as well-prepared technology proficient educators ready to work with modern learning technologies. To meet this demand, the *Preparing Tomorrow's Teachers to Use Technology* program will award Capacity Building, Implementation, and Catalyst grants.

Approximately 200 Capacity Building grants averaging $120,000 will support one year of work by universities, colleges, and consortium partners in laying the groundwork for the implementation of a full-scale technology-based teacher preparation initiative. In addition, 75 Implementation grants, of up to $400,000 a year for three years, will be awarded to institutions and consortia that are now ready to initiate systemic teacher preparation reform by starting or significantly expanding a program to develop well-prepared technology proficient teachers. Approximately 30 Catalyst Grants, averaging $500,000 a year for three years, will be awarded to regional or national consortia with successful track records and promising strategies for systemic improvements in the preparation of teachers to use technology.

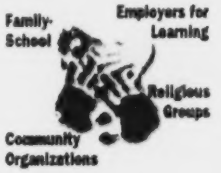
Application workshops are scheduled in seven cities from March 24-April 9. For more information, visit http://www.ed.gov/inits/FY99/wkshps.html or call 1-800-USA-LEARN. Application guidelines for this program will be available in mid-March, with a deadline of May 24. Grants will be awarded by mid-August of this year. You may contact the program by fax at (202) 260-8412 or visit http://www.ed.gov/offices/OPE/PPI/teachtech/ to obtain additional information. Send application guideline requests to: Thomas G. Carroll, Director, *Preparing Tomorrow's Teachers to Use Technology*, U.S. Department of Education, Higher Education Programs, 1280

Maryland Avenue, S.W., Washington, D.C. 20202-5131.

CU

Special March 1999 Insert on Family Involvement

PARTNERSHIP for FAMILY INVOLVEMENT in EDUCATION



The 1999 Business and Education Conference: Better Education Is Everybody's Business

For the third year in a row, Employers for Learning of the Partnership for Family Involvement in Education and The Conference Board are cosponsoring a conference. "Making It Work, Making It Pay...Better Education Is Everybody's Business," will take place on May 6-7 at the Fairmont Hotel in San Francisco. Attendees will include a broad spectrum of interested employers, educators and community and religious leaders.

The conference offers a unique opportunity for everyone interested in business-education partnerships that support family involvement in education. Attendees will be able to share examples of effective practices that help accelerate efforts to improve education and transitions to postsecondary education, training and work, and use them to leverage exemplary practices drawn from the school day and from after-school learning. Presentations include "Making Technology Integral to Instruction and Learning"; "Improving Student Achievement in Science"; "Building Linkages for Success: In-school and After-School Learning"; and "Accelerating Best Practices that Support Employee and Family Involvement in Education." Business and education leaders will discuss how business-education partnerships can be a "win/win" for employers and their school partners.

Employers, and representatives of postsecondary institutions, schools, and community organizations are encouraged to attend the conference. For registration information, call The Conference Board at (212) 339-0345, write The Conference Board, P.O. Box 4026, Church Street Station, New York, New York 10261-4026, or register online at http://www.conference-board.org. Special registration rates are available for non-profit organizations and educators.

Visit us online at http://www.pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine of all the members of the Partnership, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty

years of research shows that greater family involvement in children's learning is critical to achieving a high-quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

Announcements

- The First Day Foundation, a member of the Partnership for Family Involvement in Education, encourages communities and employers to get involved in local schools by holding special activities on the first day of school, and providing leave for employees to participate. For more information, call 1-877-FIRSTDAY, write to First Day Foundation, P.O. Box 10, Bennington, Vermont 05201, or visit http://www.firstday.org.

- ACT, Inc., a founding member of the Partnership for Family Involvement in Education, offers information and resources on getting ready for college. Parents wanting to find information on getting their child into college and on to a meaningful career path should explore ACT's "Information for Parents" Web site. Suggestions about becoming familiar with college entrance requirements in the freshman and sophomore years, researching colleges and majors, and applying for financial aid are mapped out in an easy-to-follow timeline. For more information, contact Susan Owen, ACT, Inc., P.O. Box 168, Iowa City, Iowa 52243, call (319) 337-1156, fax to (319) 337-1014, e-mail webmaster@act.org or visit http://www.act.org/path/parent/.

- The Partnership has produced materials on preparing educators to involve families, including speakers notes, overheads and the Harvard Family Research Project publication *New Skills for New Schools: Preparing Teachers in Family Involvement*. These materials are available at the partnerships Web site at http://pfie,ed.gov/bpres.php3. Call -- 877-4ED-PUBS to order a hard copy of the publication (#EE 0201P).

- From March 1-15, a series of technical workshops in 11 sites across the country will be held to assist people who are interested in applying for $120 million in partnership and state competitive grants under the U.S. Department of Education's GEAR UP initiative. GEAR UP will fund five-year programs to give middle grades students the hope and pathways to prepare for college. For more information, call 1-800-USA-LEARN or visit http://www.ed.gov/gearup. You can also register online.

- From March 8-29, the U.S. Department of Education is offering a series of technical workshops in six sites across the country to assist people who are interested in applying for the Reading Excellence and Class Size Reduction programs. These workshops will provide an important opportunity for state educational agencies, state legislative officers, local educational agencies, community-base organizations, teachers, and parents to develop thoughtful plans for providing quality instruction and learning environments for America's children. For more information, visit http://www.ed.gov/inits/FY99/wkshps.html

or call (202) 260-8228.

CU

Calendar

March 21-23
The National Association of Elementary School Principals' (NAESP) tenth annual National Principals' Hotline to answer questions about schools, children, and education. To speak with a principal, call 1-800-944-1601 on March 21 from 3 p.m.to 9 p.m.; March 22 from 10 a.m. to 10 p.m.; and March 23 from 10 a.m. to 4 p.m. (EST).

April 6-10
The National Association of School Psychologists' 31st Annual Convention, "A Blueprint for the Future," in Las Vegas, Nevada, at Bally's Hotel and Resort. For more information, contact Marcia Harvey at (301) 657-0270 or visit http://www.naspweb.org.

May 6-7
The 1999 Business and Education Conference, "Making It Work, Making It Pay...Better Education Is Everybody's Business," at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org.

President Clinton Sends FY 2000 Education Budget to Congress

President Clinton's FY 2000 balanced budget proposal focuses on real improvements in student achievement by accelerating fundamental changes and increasing accountability based on high standards. The budget seeks to help end social promotion, reduce class size, modernize schools, raise the quality of teaching, expand after-school activities, improve literacy, and provide new pathways to college for disadvantaged students.

Key priorities of the president's FY 2000 budget request for the U.S. Department of Education include:

- **$1.4 billion for class size reduction**, an increase of $200 million, to recruit and train 100,000 new teachers over seven years to reduce class size in grades 1-3 to a nationwide average of 18 students.
- **$491 million for Goals 2000 State Grants** to help schools raise academic standards, improve teaching, expand the use of technology and increase parental involvement.
- **$450 million for the Technology Literacy Challenge Fund**, an increase of $25 million, to provide students and teachers with computers, educational software, telecommunications and technology training.

- **$600 million for keeping schools open as 21st Century Community Learning Centers**, an increase of $400 million, to support before- and after-school programs that will keep schools open as safe havens while providing extended learning activities to improve student achievement.
- **$175 million for schools to begin comprehensive school reform**, an increase of $30 million, to help schools carry out research-based improvement.
- **$130 million for Charter Schools**, an increase of $30 million, to support the planning, development and initial implementation of public charter schools.
- **$8 billion for Title I Grants to Local Education Agencies**, an increase of $320 million, to help disadvantaged students master basic skills and challenging curriculum, and meet high standards.
- **$286 million for the Reading Excellence Act**, an increase of $26 million, to help children learn to read well and independently by the end of the third grade.
- **$115 million for Teacher Quality Enhancement**, an increase of $40 million, to help recruit and prepare excellent and diverse teachers for America's classrooms.
- **$541 million for Safe and Drug-Free Schools State Grants**, an increase of $10 million, to help schools become safe, drug-free learning environments and place drug and violence prevention coordinators in middle schools.
- **$7.4 billion for the Pell Grant Program** to raise the maximum Pell award from $3,125 to $3,250 and provide Pell Grants to over 3.9 million low-income students.
- **$934 million to expand Work-Study**, an increase of $64 million, to help undergraduate and graduate students pay for college through part-time work assistance.
- **$240 million for GEAR UP**, an increase of $120 million, to give disadvantaged students and their families pathways to college by partnering middle and high schools with colleges and universities or through state-administered programs.
- **$630 million for TRIO Programs**, an increase of $30 million, to provide education outreach and student support services designed to encourage disadvantaged individuals to enter and complete college.
- **$20 million for Learning Anytime Anywhere Partnerships**, an increase of $10 million, to support access to quality postsecondary education for underserved populations through the use of technology and related innovations.
- **$10 million for Building Schools as Centers of Community Grants** to encourage greater public participation in the planning and design of new schools.

- **$6.7 million for America Counts** to ensure that middle school students master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade.

President Clinton will also propose, as part of his tax legislation, tax credit to support $25 billion in interest-free bonds to finance construction or renovation of up to 6,000 elementary and secondary schools. Additional information pertaining to the U.S. Department of Education's FY 2000 budget is available by calling 1-800-USA-LEARN or by visiting http://www.ed.gov/offices/OUS/Budget00/.

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This page last modified July 14, 1999 (saw)

Community Update

No. 66
April 1999
U.S. Department of Education

The U.S. Department of Education's Satellite Town Meeting, "Improving Teacher Quality: Shaping the Profession that Shapes America's Future," will air on Tuesday, April 20 (see next page for details).

Teacher Quality Enhancement Initiative Can Help Improve Teacher Quality, Recruitment and Preparation

Over the next decade, America's schools will need to hire 2.2 million teachers, more than half of whom will be first-time teachers. As classrooms become more diverse, these teachers must be able to respond to the needs of all students.

The U.S. Department of Education's *Teacher Quality Enhancement Grant* initiative will provide schools, colleges, school districts and states with new resources and tools to recruit and prepare an excellent and diverse corps of teachers for America's classrooms. This new initiative consists of three separate programs: *Partnership Grants for Improving Teacher Education, State Grants,* and *Teacher Recruitment Grants.*

Partnership Grants for Improving Teacher Education will provide funds to collaborations among teacher preparation institutions and high-need school districts. To ensure that new teachers can meet the many challenges of today's classrooms, the partners will work to strengthen teacher education through activities such as:

- Implementing reforms that hold teacher education programs accountable for preparing high-quality teachers;
- Improving prospective teachers' knowledge of academic content;
- Providing prospective teachers with strong hands-on classroom experience and strengthening links between faculties at universities and K-12 teaching staff;
- Preparing prospective teachers to use technology as a tool for teaching and learning; and
- Preparing prospective teachers to work effectively with student diversity.

Teacher Recruitment Grants will support the efforts of states and school-university partnerships to reduce shortages of qualified teachers in high-need areas. Grant recipients may offer scholarships, high-quality preparation, and support services to prospective teachers who agree to teach in high-need schools.

State Grants will encourage states to improve the quality of their teaching force through such reforms as:

- Strengthening teacher certification standards;
- Implementing reforms that hold institutions of higher education accountable for preparing teachers who have strong teaching skills and knowledge of their content areas;
- Establishing or strengthening alternative pathways into teaching for highly qualified individuals, including mid-career professionals and former military personnel; and
- Reducing shortages of qualified teachers in high-need areas.

Partnerships among institutions of higher education, schools of arts and sciences and high-need local educational agencies are eligible to apply for *Partnership Grants for Improving Teacher Education.* All states are eligible to apply for *State Grants*, and the governor or applicable state agency must apply on their behalf. Both states and the partnerships as described above are eligible to apply for *Teacher Recruitment Grants.* President Clinton's FY 2000 balanced budget proposal includes $115 million for the *Teacher Quality Enhancement* initiative. For more information, call Louis Venuto at (202) 708-8847, fax to (202) 708-9046, e-mail to teacherquality@ed.gov or visit http://www.ed.gov/offices/OPE/heatqp/. CU

Special Insert on Family Involvement *(See inside)*

Your are invited to join EDInfo! This free information service delivers 3 messages per week from the U.S. Department of Education to your e-mail account. Each message highlights the U.S. Department of Education's most recent reports, publications, initiatives and grant information. To subscribe, visit http://www.ed.gov/MailingLists/.

April Town Meeting Will Focus on Improving Teacher Quality

Every child needs and deserves dedicated, well-prepared teachers who know their subject matter, are effectively educated and can teach to high standards. Over the next decade, America's schools will need to hire 2.2 million teachers to deal with the continued growth of record-breaking student enrollments and teacher retirements. In response to this crisis, state and local leaders around the nation are taking steps to improve the recruitment, preparation, licensing, and ongoing support of teachers in America.

The April Satellite Town Meeting will focus on ways communities can respond to the critical need for high-quality teachers and ensure that new teachers can meet the many challenges of today's classrooms. U.S. Secretary of Education Richard Riley and his panel of guests will focus on policies and practices needed to assure that a well-qualified teacher leads every classroom. Entitled "Improving Teacher Quality: Shaping the Profession That Shapes America's Future," the hour-long program will air on Tuesday, April 20 at 8:00 p.m. (ET).

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned and simulcast in Spanish.

The coordinates are as follows:

C-Band: Galaxy 3, Orbital Location 95 degrees West; Transponder 18; Vertical Polarity; Channel 18; Downlink Frequency 4060 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS 6, Orbital Location 74 Degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 11921 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For more information, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

U.S. Department of Education Partners with Everybody Wins! Literacy Program

An Ode to Power Lunch

One hour is not enough
For us to do all our stuff
But when it's done, we still had fun.
(written by an EW! third grader)

U.S. Secretary of Education Richard W. Riley and the U.S. Department of Education have established a partnership with Everybody Wins! (EW!) DC, the largest children's literacy and mentoring organization in Washington, D.C. Privately funded and not for profit, EW! DC promotes children's literacy and a love of learning through shared reading experiences with caring adults. During the 1998-99 school year, EW! DC plans to serve over 2,800 students in 20 schools in the Washington metropolitan area.

EW! DC offers two programs, "Power Lunch" and "StoryTime." The Power Lunch program is a unique literacy and mentoring activity that partners adults with public elementary school children to stimulate their interest in reading and writing. Once a week, volunteer reading mentors go to local schools to meet with their student partners and share conversation and good books during the lunch hour. The Power Lunch program benefits children academically and socially by bringing a diverse selection of children's literature into the schools and providing students with caring adult readers who act as informal mentors and positive role models. Most of the volunteers continue to read with the same student partners for several years, turning "power lunches" into "powerful relationships."

"We are delighted to have the Department of Education as a partner in the Power Lunch program," said Joanie Chase, EW! executive director. "We're so glad we can work together to foster the love of reading and learning with our children."

The StoryTime program brings storytellers to elementary schools that otherwise receive very few special enrichment opportunities. Once a month, storytellers, local authors, and other performers visit the schools and bring the magic of storytelling to groups of children. Often the performances are interactive, calling upon children to play musical instruments, make sound effects, or dance. The stories always ends happily and each student leaves with a new book. For more information about EW! DC, call (202) 624-3957 or visit http://www.erols.com/ebodywin/. CU

Partnership for Family Involvement in Education

Community and Religious Steering Groups Meet in Atlanta

The Community and Religious Steering Groups of the Partnership for Family Involvement in Education held their largest meeting of the year on February 25 in Atlanta, Georgia. Participants represented national organizations as well as key partnerships in the Atlanta area. The goal of the meeting was to draw on the expertise of the national leadership in community and religious groups and couple this with the experience of building local partnerships to improve education.

The main area of focus was after-school programs, and community networks that provide after-school learning opportunities for children were a vibrant part of the conversation. Locating the meeting in Atlanta gave participants an opportunity to learn about activities of various organizations in the southeast, including those of the Georgia Partnership for Excellence in Education, the Boys and Girls Club, Spalding University's Religion and Education Summit, and a 21st Century Community Learning Center grantee. To help tie together the past meetings, local networks from New York and Philadelphia joined the steering group to discuss areas of common focus and strategic links.

The work of this group has led to the drafting of "Recipes for Success," a new tool kit for religious organizations and faith communities to assist them in supporting better education and family involvement in their local areas. "Recipes for Success" was reviewed by the group, which will continue to assist in its production. The Religious and Community Steering Groups will join the Family/School and Employers Groups in San Francisco on May 5, 1999. For more information about the Partnership for Family Involvement in Education, call 1-800-USA-LEARN or e-mail partner@ed.gov. CU

At the recent Community and Religious Steering Group meeting held in Atlanta, Georgia, two Atlanta-based organizations—the New Birth Missionary Baptist Church and the Georgia Partnership for Excellence in Education signed on to the Partnership for Family Involvement in Education. Pictured on the left is Bishop Eddie Long of New Birth Missionary Baptist Church, U.S. Department of Education Regional Representative Stanley Williams, Deputy Assistant Secretary of Education Wilson Goode, and Assistant Secretary of Education Mario Moreno. Vice President of the Georgia Partnership for Excellence in Education, Diane Hopkins, is pictured on the right.

Visit us online at http://pfie.ed.gov. The Partnership for Family Involvement in Education's new Web site features a database search engine with all the members of the Partnership, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research show that greater family involvement in children's learning is critical to achieving a high-quality education for every student. Join us in our effort to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

US WEST Technology Benefits Parents, Schools and Teachers

Over a three-year period, the US WEST Foundation's Widening Our World (WOW) Program has dedicated $150 million to educational technology outreach and support. According to the corporation, this commitment will benefit more than 6 million students in 20,000 schools.

The US WEST Foundation, a member of the Partnership for Family Involvement in Education, has implemented a variety of programs to reach communities across the West. Their "Adopt a Classroom" program provides financial support, technological training and grant information, as well as "cyber mentors" to teachers and students in the classroom. The "Teacher Network" program creates a space in which teachers can exchange ideas and curriculum materials. In cooperation with the National Education Association and its local affiliates, local school districts, and state departments of education, US WEST also uses this network to train teachers to use on-line computer services. "Connecting Teachers with Technology" awards are given to teacher teams who develop and implement a technology-based project in their schools, and "Multimedia in Education" initiatives fund collaborations among university schools of education and local schools.

US WEST's WOW van, an interactive school on wheels, features 24 laptop computers and travels throughout the company's service territory to teach residents how to access online services and applications. US WEST also offers a "Children & Families Network," an Internet outreach site which links agencies in the 14 US WEST states that work in family services and early childhood education to regional and national information and consultation. To find out more about US WEST Foundation's technology initiatives and programs, contact the US WEST Foundation at (800) 843-3383. CU

ANNOUNCEMENTS

- PACER Center, Inc. is a parent center and the coordinating office for two nationwide efforts focusing on special education issues: the Technical Assistance Alliance for Parents program, which works with parent centers on key issues related to the Individuals with Disabilities Act (IDEA), and the Families and Advocates Partnership for Education (FAPE) program, which works with agencies, organizations, self-advocates, and families to promote the best ways to help children with disabilities learn. FAPE also conducts outreach activities to ensure broad-based understanding of IDEA legislation. For more information or to request a free copy of the newsletter, *PACESETTER*, write to PACER Center, Inc. at 4826 Chicago Avenue South, Minneapolis, Minnesota 55417, call toll-free 1-888-248-0822, or e-mail pacer@pacer.org.
- USA TODAY's "Education Online" Web site provides education news, information and interactive activities, including the opportunity for students to ask reporters questions. For more information call 1-800-757-TEACH or visit http://education.usatoday.com.
- A new publication, *Yes You Can: Establishing Mentoring Programs to Prepare Youth for College*, has just been released by the Partnership for Family Involvement in Education. The publication provides suggested guidelines and examples of effective practices on mentoring students to get on track for college. To obtain a copy of the report, call 1-877-4ED-PUBS.
- The Partnership has produced materials on preparing educators to involve families, including speakers notes, overheads and the Harvard Family Research Project publication *New Skills for New Schools: Preparing Teachers in Family Involvement*. These materials are available at the Partnership's Web site at http://pfie.ed.gov/bpres.php3. Call–877-4ED-PUBS to order a hard copy of the publication (#EE 0201P).

Calendar

May 6-7

(The 1999 Business and Education Conference: Making It Work, Making It Pay: Better Education Is Everybody's Business, at the Fairmont Hotel in San Francisco. To register or for more information, contact The Conference Board at (212) 339-0345 or visit http://www.conference-board.org.)

NAEP Report Shows Progress in Reading

The National Assessment of Educational Progress' (NAEP) *1998 Reading Report Card for the Nation* shows that average reading scores have increased for students in grades 4, 8, and 12 from 1994 to 1998. This is the first time there have been statistically significant increases in all three grades since the program began testing reading in 1971. Authorized by Congress and administered by the National Center for Education Statistics at the U.S. Department of Education, NAEP is the nation's only ongoing survey of the educational progress of students in these grades.

While the national average reading score increased at all three grades in 1998, increased scores were not observed for all students. At grade 4, score increases were observed for the lower performing students. Similarly, at grade 8, score increases were seen for low- and middle-performing students. At grade 12, increases were also observed among middle- and upper-performing students.

The NAEP *1998 Reading Report Card for the Nation and the States* also revealed students' reading performance in those states participating in the assessment. About a fifth of participating states showed statistically significant improvements from 1994 to 1998 in fourth grade reading. No participating states lost ground between 1994 and 1998, and four states—Delaware, Louisiana, South Carolina, and Virginia—reversed declines in a previous assessment. Comparisons with previous years (1992 and 1994) are available only for the fourth grade level.

"Many states that have been struggling are starting to see the results of their hard work pay off in turning around their reading scores," U.S. Secretary of Education Richard W. Riley said.

The state of Connecticut showed the largest numerical gain, 10 points, and had the highest overall fourth grade score. The nine other jurisdictions that showed significant gains since the 1994 fourth grade reading assessment are Colorado, Delaware, Kentucky, Louisiana, Maryland, South Carolina, Virginia, Washington and Department of Defense overseas schools. To obtain a copy of the NAEP *1998 Reading Report Card for the Nation*, call 1-877-4ED-PUBS. You can also access the report on the NAEP Web site at http://nces.ed.gov/nationsreportcard/nrelease.shtml. CU

Smaller Class Sizes and Modern Schools Can Improve American Education

President Clinton's FY 2000 balanced budget proposal focuses on improving student achievement by accelerating fundamental changes based on high standards. The budget proposal includes two important priorities: providing more resources to local schools to reduce class size in the early grades, and building and modernizing schools nationwide to accommodate new technology and a growing student enrollment.

Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline. As a result, students learn more and get a stronger foundation in the basic skills. In 1998, President Clinton proposed to help local schools hire 100,000 well prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Last year, the president signed into law the first installment of his seven-year, $12.4 billion proposal to hire 100,000 new teachers. For FY 1999, Congress approved $1.2 billion to help local communities hire 30,000 teachers. President Clinton has requested $1.4 billion for class size reduction for FY 2000.

According to the General Accounting Office, one-third of all schools are in need of extensive repair. School districts also face the cost of upgrading schools to accommodate new technology and growing enrollments. To meet these urgent needs, President Clinton has proposed, as part of his tax legislation, a tax credit to support $25 billion in interest-free bonds to finance construction or renovation of up to 6,000 elementary and secondary schools.

Two types of bonds are being proposed. The president has requested $22 billion in School Modernization Bonds to help states and local districts build and modernize public schools, with half of the bonds ($11 billion) allocated to the 100 school districts serving the largest number of low-income children and the other half ($11 billion) allocated to states. An additional $400 million of bonds would be available for schools on Indian reservations. $2.4 billion has been requested for Qualified Zone Academy Bonds to finance renovation and new school construction in Empowerment Zones and high poverty areas through innovative partnerships between public schools and businesses. For more information about class size reduction and school modernization, call 1-800-USA-LEARN. CU

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FIRST CLASS

Classroom Internet Access Nearly Doubles and the E-Rate Will Help

According to a new survey by the National Center for Education Statistics (NCES), the nation is making progress on the national educational technology goal of connecting all classrooms to the information superhighway by the year 2000. Entitled *Internet Access in Public Schools and Classrooms,* the NCES survey reports that the percentage of classrooms with Internet access increased from 27 percent to 51 percent and school Internet access increased from 78 percent to 89 percent.

"We're making significant strides to get technology to the place where children learn—the classroom," said U.S. Secretary of Education Richard W. Riley.

A national study from the Center for Applied Special Technology found increased learning for students with online use. However, the "digital divide," the disparity between those who have access to technology and those who do not, is still centered along socioeconomic and geographic lines. The E-Rate (Education Rate), which provides discounted access to advanced telecommunications for schools and libraries, will provide targeted help to increase connectivity in our neediest classrooms and bridge the "digital divide."

Between November 23, 1998, and February 27, 1999, ten rounds of E-Rate funding commitments were distributed, which amounted to $1.66 billion dollars being provided to 25,785 applicants. Of the applicants, 77 percent were school districts and individual schools; 18 percent were libraries; and 4 percent were consortia. Fifty-three percent of all applicants were urban, and they account for 67 percent of all funds. Rural applicants total 43 percent and account for 22 percent of all funds. The three largest recipients of E-Rate discounts are California ($206 million), New York ($164 million), and Texas ($128 million).

The Schools and Libraries Division (SLD), which administers the E-Rate, estimates that 647,000 classrooms will be connected to the Internet as a direct result of E-Rate discounts. The SLD also estimates that 82 percent of all public schools filed applications (Form 471). For the latest E-Rate information, visit http://www.slcfund.org. To obtain a copy of the NCES survey, visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999017. CU

Help Build a Sustainable America

The President's Council on Sustainable Development and the Global Environment and Technology Foundation are co-sponsoring a "National Town Meeting for a Sustainable America" on May 2-5, 1999, in Detroit, Michigan, and in communities across America. This national event will spotlight the work of communities, businesses and individuals that are offering new solutions to help America grow in a more sustainable way.

If you are a school administrator, parent, teacher or student and would like to learn more about sustainable practices, you are encouraged to attend the event in Detroit, or host a community meeting. For more information, please call 1-888-333-6878 or visit http://www.sustainableamerica.org. CU

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Community Update

No. 67
May 1999
U.S. Department of Education

Use It or Lose It! Help Keep Students Reading This Summer

Successful students have fun during the summer, but they don't take vacations from reading. However, too many children don't exercise their minds for months. As teachers well know, this is particularly costly in reading. If young readers don't practice all summer, their skills will fade by fall.

This summer and throughout the year, the U.S. Department of Education's *America Reads Challenge* asks youth and community organizations, retired citizens, and other caring adults to join with teachers and parents to keep all children reading. It's a win-win situation: reading for fun sharpens students' skills as it reinforces the pleasures of the pastime.

The *America Reads Challenge* has developed several tools and materials for adults to help children extend the enchantment of reading and writing beyond the classroom. These tools for summer and year-round use are available free of charge for teachers, librarians, parents, youth and community groups:

- **The new Read*Write*Now! Activity Poster,** available in English and Spanish, includes a colorful illustration on the front and a set of fun activities for children grades K-6 on the back. One of the activities, "Be a Star Reporter," encourages children to e-mail reviews of their favorite books to the U.S. Department of Education for publication on the *America Reads Challenge* Web site.
- **The Read*Write*Now! Basic Kit**, developed by reading experts to build language and literacy skills from birth through grade six, includes fun reading and writing activities, a vocabulary log, and a certificate of accomplishment.

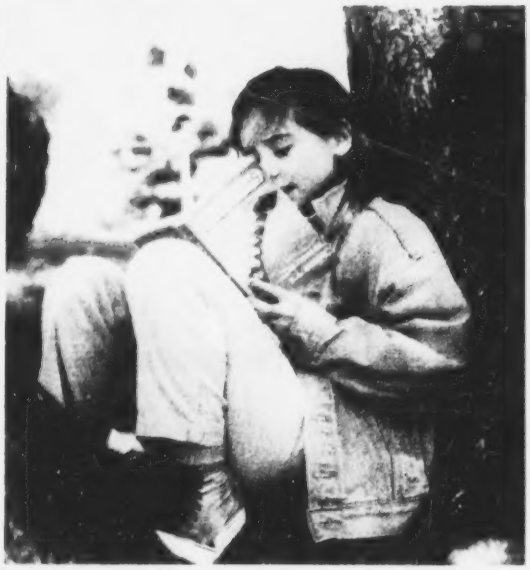

photo : Rick Stier

Amelia Stier, age 8, knows that reading for pleasure is part of summer fun.

- **The new Read*Write*Now! Tip Sheet for Developing a Community Reading Program**, for librarians, teachers, camp counselors and community leaders, offers straightforward suggestions for developing summer or after-school reading programs.

As an added incentive, young readers who reach their reading and writing goals over the summer can be rewarded with a free pizza from Pizza Hut. Pizza certificates are available with both the Read*Write*Now! Activity Poster and the Read*Write*Now! Basic Kit. For your free materials, call toll-free 1-877-4ED-PUBS. For more information about the *America Reads Challenge*, call (202) 401-8888 or visit http://www.ed.gov/inits/americareads. CU

Tune into the U.S. Department of Education's first Satellite Town Meeting on Math, Arts and Space Science! See next page for details.

Special Insert on Family Involvement *(See inside)*

The Department of Education is launching a new Community Technology Centers grant program for the start-up or expansion of centers that provide access to computers and related learning services for residents of disadvantaged urban and rural communities. For more information, visit http://www.ed.gov/offices/OVAE/CTC/.

Schools and libraries nationwide have submitted nearly 36,500 applications for E-rate funds in year two, representing $2.4 billion in demand. This is an increase over the first year. The Federal Communications Commission will vote in May on funding levels for year two. For the latest E-rate information, visit http://www.slcfund.org.

May Town Meeting Will Focus on Math, Arts and Space Science

One of the most exciting and engaging vehicles for teaching students mathematics and science in today's classrooms is the study of space and space travel. This field can also enrich arts and humanities lessons and curricula. Students can take virtual space voyages, chat online with space experts and researchers, design spacecraft, or, with the help of architects, artists and engineers, devise plans for colonies on distant planets.

The May Satellite Town Meeting will focus on approaches that schools and communities can take to engage students in mathematics, arts and science early in the middle grades, preparing them for college and careers in the 21st century. U.S. Secretary of Education Richard W. Riley and his panel of guests will highlight the Mars Millennium Project, an exciting youth initiative that challenges students across the nation to imagine and plan a community on the planet Mars for the year 2030. Entitled "Counting the Stars: Math, Arts and Space Science," the hour-long town meeting will air on Tuesday, May 18, at 8:00 p.m. (ET).

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned.

The coordinates are as follows:

C-Band: Telstar 5, Orbital Location 97 degrees West; Transponder 24; Horizontal Polarity; Channel 24; Downlink Frequency 4180 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS-6, Orbital Location 74 Degrees West; Transponder 4; Vertical Polarity; Channel 4; Downlink Frequency 11798 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 (English).

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For more information, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

Honor the Past — Imagine the Future

Across the nation, Americans are planning ways they want to celebrate the new millennium. But just as important as what we do to celebrate the millennium's arrival is what we do to shape the years that follow. Every community has a cherished part of its past that is worth preserving and every community has something to give to enhance the lives of future generations and to revitalize our democracy.

The White House Millennium Council, in collaboration with major intergovernmental organizations and the Bureau of Indian Affairs, is sponsoring the Millennium Communities Program to award the national designation of "Millennium Community" to each town, city, county, and tribe that takes a leadership role in marking this historic milestone. This national, noncompetitive initiative will recognize communities that pay tribute to the ideals and creativity that have shaped their past and that prepare citizens—especially children—for the 21st century. Criteria for designation as a "Millennium Community" include:

- Formation of a committee to plan and organize millennium celebration events and programs;
- Inclusion in the planning process of people and organizations that are broadly representative of the community;
- Consistency of programs and events with the national millennium theme, "Honor the Past—Imagine the Future"; and
- Application submission and approval through one of the program's organizational partners.

Every community—large and small—is eligible for the program throughout 1999 and 2000. A new publication, the *Millennium Communities Handbook*, describes the program in greater detail and offers sample projects that are consistent with the national millennium theme. The handbook and applications for the initiative can be obtained at the White House Millennium Council Web site at http://www.millenniumcommunities.org. CU

Improving America's Schools Regional Conferences

The U.S. Department of Education is hosting [illegible] Regional Conferences on Improving America's Schools Act. The conferences will take place on the following dates and locations:

Tampa, Florida — Oct. [illegible]
Salt Lake City, Utah — Nov. [illegible]
Chicago, Illinois — Dec. [illegible]

For more information, call 1-800-203-5494 or visit http://www.ncbe.gwu.edu/iasconferences/

Partnership for Family Involvement in Education

East Harlem Tutorial—40 Years of Volunteering and Mentoring Success

In 1957, Helen Webber invited children to read books after-school in her apartment in New York City. The following year she moved to Second Avenue and began inviting volunteers, and the East Harlem Tutorial Program (EHTP) was born. Today, the program is a nationally recognized model for after-school education with over 400 trained and supervised volunteer tutors, and serves 390 students in New York City.

The EHTP, a member of the Partnership for Family Involvement in Education, adheres to well-developed quality standards. A professional staff of educators designs and directs the programs. Volunteers must apply, undergo reference checks, and participate in ongoing tutor training specializing in art, literature, and technology development. Students must complete an interview with parent and teacher input. A file with report cards and test scores, a portfolio of daily tutoring and previous work done at EHTP, and an "Individual Student Plan" with specific goals and objectives is maintained for each student.

Parents play a key role at the EHTP center. In 1998, 31 workshops were held on parenting, investing, computing, health/dental screening, and social work. The Mt. Sinai Health Care Center and other social service agencies partner with EHTP, and personal counseling is part of the offering for children and families.

Leadership is emphasized at every level. Teens receive one-on-one tutoring as well as the opportunity to tutor a younger child themselves. Teens are also selected to work as junior counselors, college interns, and counselors-in-training. Employment opportunities are critical for EHTP participants. Community service, career counseling, and college exposure are stressed, and scholarships, financial incentives, and field trips promote high expectations and opportunities.

The East Harlem Tutorial Program in New York City is a nationally recognized model for after-school education.

Many EHTP graduates return to work, tutor, and be involved in their larger community. EHTP alumni include doctors, lawyers, nurses, teachers, artists, social workers, counselors, and one member of Congress. For more information, contact EHTP, 2050 Second Avenue, New York, New York 10029 or call (212) 831-0650. CU

Visit the Partnership for Family Involvement in Education online at http://pfie.ed.gov. The new Web site features a database search engine with all the members of the Partnership, examples of successful educational programs, an outline of the U.S. Department of Education's initiatives and publications, and numerous links to other relevant sites. Thirty years of research show that greater family involvement in children's learning is critical to achieving a high quality education for every student. Join the Partnership in its efforts to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement.

Regional Office Helps to Improve Bay Area and After-School and Nutrition Programs

The U.S. Department of Education's regional representatives serve as a liaison to state, local and private education organizations and as advocates for the administration's policies. Loni Hancock, regional representative for Region 9 in San Francisco, is working with members of the Bay Area Partnership and the California State Department of Education to build support for after-school and school nutrition programs in impoverished communities.

The Bay Area Partnership's education committee, co-chaired by Loni Hancock and David Militzer, coordinator of the Bay Area Partnership, focuses on expanding after-school opportunities and school nutrition for children living in the Bay Area's lowest income communities. With help from the U.S. Department of Agriculture, the committee is able to make outreach efforts to school administrators and community leaders, including information about federal reimbursement for breakfast, lunch, and after-school snacks.

The U.S. Department of Education's regional office is also working with the California State Department of Education and private philanthropic groups to build support for after-school programs. As funding for the U.S. Department of Education's *21st Century Community Learning Center* initiative increased, the state of California came forward with $50 million for after-school programs, providing an unusual opportunity for the state to dramatically increase after-school opportunities for children. Both agencies conducted joint briefings on their Request for Application (RFA), which was useful not only for potential applicants, but also for agency representatives who learned about each other's programs.

The U.S. Department of Education's Region 9 office is also participating on the state's task force to design a comprehensive technical assistance system for all after-school programs. For more information about the Bay Area Partnership, e-mail David Militzer at david.militzer@ncccsf.org. To obtain more information about the U.S. Department of Education's regional offices, call 1-800-USA-LEARN. CU

A Compact for Reading is now available online at http://eric-web.tc.columbia.edu/PFIE/compact_reading/. The compact offers schools and families a way to work together to strengthen students' reading skills at home and at school.

ANNOUNCEMENTS

- The Wolf Trap Foundation for the Performing Arts is the Partnership for Family Involvement in Education's newest partner. In addition to its famous performances, the Wolf Trap Foundation provides a variety of year-round education programs for people of all ages. For more information, visit http://www.wolftrap.org.
- Children's Creative Writing Campaign, Inc. (CCWC), a new member of the Partnership for Family Involvement in Education, implements innovative writing programs and is collaborating with New York City Board of Education, businesses, and other literacy institutions on a citywide standards-based writing initiative for students and teachers grades 1-5. For more information, contact Meg Hunnewell by fax at (212) 228-6574 or by e-mail at mhunnewell@aol.com.
- The CHOICES program, a new member of the Partnership for Family Involvement in Education, partners with businesses in 34 states to provide an interactive seminar that focuses on personal and academic choices for eighth- or ninth-grade students. For more information, contact Alison Spittle at 1-800-343-8816 or by fax at (206) 343-7896.
- The Telephone Pioneers have joined with the Points of Light Foundation in support of the Family Matters initiative, a new member of the Partnership for Family Involvement in Education. Family Matters strengthens family and community life by encouraging intergenerational volunteering. For more information, visit http://www.pointsoflight.org/familymatters or call the Telephone Pioneers at 1-800-976-1914.
- The Girl Scouts of the USA continue to be involved in literacy efforts across the country. Computer skills are taught to senior citizens in Ocean City, New Jersey, and the South Central Alabama Council is sponsoring the "Surf's Up" program to improve computer literacy. The Texas, Chicago, New York, and New Jersey Councils are reading true stories about endangered or disabled animals that emphasize compassion and caring. For more information, contact Sheila Lewis at 1-800-223-0624, or visit http://www.girlscouts.org/girls/.

Calendar

July 8-11
The American Federation of Teachers QUEST Conference (Quality Educational Standards in Teaching), Hilton Washington & Towers, Washington D.C. For more information, call (202) 879-4400.

New Publication Highlights Successful Districtwide Arts Education Programs

The first national study to examine successful strategies of school districts in building and sustaining strong districtwide arts education programs has been released by the President's Committee on the Arts and the Humanities and the Arts Education Partnership. Entitled *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, the study profiles 91 districts in 42 states, and offers insights that could help other school districts in the country create and sustain arts education.

"This new study tells us—in the words of local school board members, administrators, teachers, and parents—exactly how it can be done," U.S. Secretary of Education Richard W. Riley said. "Not to act on their advice would be inexcusable."

The two-year study identifies interrelating factors that contribute to the creation of strong, districtwide arts education. The factors include a community consensus that enables a school board and administration to fund arts education; central administrative leadership that considers the arts to be a core school subject; strong arts teachers who continue to practice their art inside and outside school; and community arts and cultural organizations that are active in the district's schools, using them as performing arts venues.

How these and other factors contribute to successful arts education programs is explored in case studies of 8 different schools systems, including Greenville, South Carolina; Las Cruces, New Mexico; Miami-Dade County, Florida; Milwaukee, Wisconsin; Redondo Beach, California; Vancouver, Washington; Wyoming, Ohio; and New York City's Community School District #25 in Queens, New York. Each district considered for study was recommended to the President's Committee on the Arts and the Humanities and the Arts Education Partnership by national and state arts and education leaders based upon the quality of the districts' overall arts education programs. To obtain a copy of *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, call the President's Committee on the Arts and the Humanities at (202) 682-5409, fax to (202) 682-5668, e-mail to pcah@neh.gov or visit http://www.pcah.gov. CU

National Commission Will Focus on Recruiting and Retaining Math and Science Teachers

Recently, U.S. Secretary of Education Richard W. Riley announced the creation of the National Commission on Mathematics and Science Teaching for the 21st Century. As part of the *America Counts Challenge*—the Department's mathematics initiative—this high-profile commission will be chaired by former Senator John Glenn and will focus attention on the challenges of recruiting, preparing, retaining, and ensuring the professional growth of math and science teachers.

Increasing the number of highly qualified teachers across the nation and providing opportunities for teachers to upgrade their skills are critical to improving student achievement in math and science. Unfortunately, many math and science teachers today lack the appropriate credentials and licensure for the subjects they teach, and a significant number of those who are appropriately certified are under-prepared in their disciplines. A recent study released by Secretary Riley reported that many teachers are not adequately prepared to teach in today's classrooms, and desire better training and support. Future teacher shortages—especially in math and science—and student population growth are likely to exacerbate these problems.

The commission will meet periodically over the next year to review the current state of American K-12 math and science education. In the fall of 2000, it will produce a report focused on specific action steps that federal, state, and local policymakers can take to address math and science teacher supply and quality issues.

Joining Senator Glenn on the commission will be representatives from the following constituencies: federal, state, and local officials; university presidents; business leaders; superintendents; school board members; principals; chief state school officers; distinguished leaders in mathematics and science; classroom teachers; parents; and public representatives. Ex-officio, non-voting members will include representatives from other government agencies.

The commission will create opportunities for public input on the issue of math and science teacher quality. Information about these opportunities will be forthcoming in a future *Community Update* article. For more information about the *America Counts Challenge* initiative, call 1-800-USA-LEARN or visit http://www.ed.gov/inits/Math/acc/. CU

The U.S. Department of Education and the National Association of Secondary School Principals are sponsoring the 1999 New American High Schools competition. For more information, visit http://www.ed.gov/offices/OVAE/nahs.

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FIRST CLASS

Issue No. 67

AMERICA GOES BACK TO SCHOOL

Start Planning Now for the 1999 -2000 School Year

Today more than ever, family and community involvement in children's education is needed if we want our students to achieve to high academic standards and succeed in the 21st century. The beginning of the school year is an excellent time for families and communities to commit to sharing their talents, time, and experiences to help students prepare for the future. Now is a good time to begin planning *America Goes Back to School* events, initiatives and partnerships for the 1999-2000 school year.

Started by U.S. Secretary of Education Richard W. Riley in 1995 and sponsored by the Partnership for Family Involvement in Education, the *America Goes Back to School* initiative communicates to students that their families and communities care about, and want to improve, their education. This year we are asking all Americans to "Challenge Our Students and They Will Soar."

Help stage public events that build public awareness and support for school improvements, showing how community members, retired citizens and parents can get involved. In addition to focusing on the coming century or millennium, entire communities can continue to rally around an issue of interest such as: making schools safe and drug-free; recruiting and preparing quality teachers; modernizing schools; expanding after-school and summer programs; getting high standards into every classroom; or developing pathways to college and careers. Whatever the issue, children's learning will set the stage.

Start planning now! Developing a timeline makes organizing an event easier because, as the summer progresses and people come and go on vacation, preparations won't get off track or come to a halt. The following checklist can help you keep your *America Goes Back to School* event on track:

- Meet with your local school superintendent and/or principal(s), and business, parent and community leaders to get their support and assistance.
- Hold the first 1999-2000 *America Goes Back to School* meeting to: select a chairperson and a single point of contact; decide on a focus and major activities; set goals and objectives; create a specific timetable with key tasks and assigned responsibilities; designate subcommittees; and establish meeting dates.
- Contact other schools, key community organizations, businesses, local officials, and other related parties to generate interest and recruit volunteers.
- Select and confirm sites, considering accessibility issues for participants with disabilities, and invite dignitaries for special events.
- Create a publicity plan and a community outreach strategy.

For a free copy of the *America Goes Back to School* Organizer's Kit, or information on family and community involvement in education, call 1-877-4ED-PUBS. CU

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Community Update

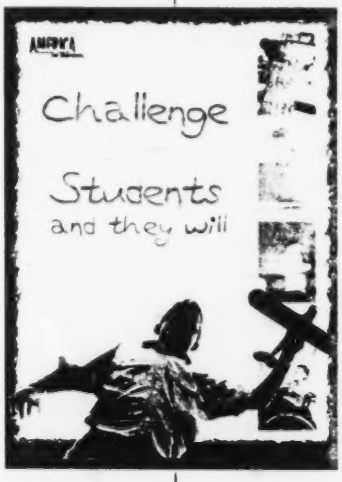
No. 68
June 1999
U.S. Department of Education

Order free materials to help keep children in your community reading this summer and throughout the year. See next page for details about the America Reads Challenge.

Launch Your 1999-2000 School Year with New Partners

The U.S. Department of Education and the Partnership for Family Involvement in Education invite families, schools, college and university students and staff, employers and employees, grandparents, community, cultural and religious organizations, and caring adults to support the *America Goes Back to School* initiative. This annual effort focuses attention on improving education across the country and challenges Americans everywhere to make a commitment to children's learning during the back-to-school period of August through October.

"This millennium generation is entitled to its day in the sun." U.S. Secretary of Education Richard W. Riley said. "How we educate their minds and shape their values now will go a long way to defining the destiny of this nation for decades to come."



Local partnerships between families, schools, businesses, and community and religious groups are a proven means for raising student achievement and creating safe communities. *America Goes Back to School* can help create or strengthen existing partnerships for learning that build public awareness of and support for education improvement efforts, while celebrating all the opportunities a new school year offers. Entire communities can continue to rally around an area of interest such as: making schools safe and drug free; recruiting and preparing quality teachers; modernizing schools; expanding after-school and summer programs; getting high standards into every classroom; or developing pathways to college and careers.

This year, thousands of families, schools, and employer and community groups across the nation will participate in the *America Goes Back to School* initiative. In Chattanooga, Tennessee, the Hamilton County School System, the mayor and county executive, the University of Tennessee at Chattanooga, Chattanooga State Community College, local businesses, religious leaders and other community members are planning *America Goes Back to School* events for thousands of participants in August. One of the events will highlight three schools that are incorporating the Mars Millennium Project into their science curriculum. This project is a youth initiative that challenges students across the nation to design a community on the planet Mars for the year 2030, using science, art, math and technology.

For the third year, thousands of parents will join children from 22 states and hundreds of schools to celebrate the first day of school. In Vermont, Terry Ehrich, founder of the First Day Foundation and publisher of *Hemmings Motor News* in Bennington, is working with employers throughout the state and the nation to help them plan ahead to enable their employees to attend their child's first day of school in 1999-2000. In Houston, the 21st Century Community Learning Centers are participating in this back-to-school event.

For a free copy of the *America Goes Back to School* Organizers Kit or publications designed to help families, community members and businesses get involved in education, call 1-877-4ED-PUBS. To obtain information about the Partnership for Family Involvement in Education, call 1-800-USA-LEARN or visit http://pfie.ed.gov. CU

Special Insert on Family Involvement *(See inside)*

Community Update *is available on the World Wide Web at http://www.ed.gov/G2K/community.*

June Town Meeting Will Focus on Effective School Leadership

Good schools have good leaders. Across the nation, principals provide the leadership and support necessary to create safe learning environments that allow students to reach high standards. Traditionally, a principal has multiple roles, including administrator and disciplinarian. As classrooms become more diverse, principals must have the leadership skills to respond effectively to the needs of all students.

The June Satellite Town Meeting will focus on the policies and practices that ensure that a well-qualified and well supported principal leads every school across the nation. U.S. Secretary of Education Richard W. Riley and his panel of guests will offer practical advice and innovative ideas on ways that states, school districts and communities can recruit and prepare an excellent and diverse corps of principals and address the impending shortage of school leaders. Entitled "School Leadership: Principals at the Center," the hour-long town meeting will air on Tuesday, June 15, at 8:00 p.m. (ET).

The U.S. Department of Education produces the Satellite Town Meeting series in partnership with the National Alliance of Business, the U.S. Chamber of Commerce, and the Committee for Economic Development, with support from The Bayer Foundation and The Procter & Gamble Fund. Broadcast and cable partners include Discovery Communications, the Public Broadcasting Service and Channel One. The program will be closed captioned.

The coordinates are as follows:

C-Band: Galaxy 6, Orbital Location 99 degrees West; Transponder 9; Horizontal Polarity; Channel 9; Downlink Frequency 3880 MHZ; Audio Subcarriers 6.2 MHZ (Spanish) and 6.8 MHZ (English).

Ku-Band: SBS-6, Orbital Location 74 Degrees West; Transponder 4; Vertical Polarity; Channel 4; Downlink Frequency 11798 MHZ; Audio Subcarriers 6.2 MHZ and 6.8.

To participate in the Satellite Town Meeting, ask your local Public Broadcasting Service (PBS) member station or Chamber of Commerce if your group can use the facility as a downlink site, or call your local public, education, or government access channel. For information, call 1-800-USA-LEARN, visit http://www.ed.gov/inits/stm, or e-mail Satellite_Town_Meeting@ed.gov. CU

Invite Your Students to Enter a Millennium Showcase

Think of the excitement when the Mars rover, "Sojourner," sent back information about the Mars landscape. As we approach the 21st century, the study of space science and the planet Mars offers an exciting opportunity for students of all ages to learn more about a range of subjects and harness their creativity.

The Mars Millennium Project encourages students from classrooms and youth groups across the nation to imagine and design a community on Mars for the year 2030. Young people are invited to work in teams and weave the arts, sciences, and humanities into a project or design for a new village for 100 people. They can enter their designs online or in a local display. The result will be a "millennium showcase" of best ideas for a new community on Mars that is scientifically sound and offers a high quality of life.

For more information, including a participant's guide, resources and related materials, visit http://mars2030.net. Videotapes of the May Satellite Town Meeting "Counting the Stars: Math, Arts and Space Science" are available free of charge by calling 1-877-4ED-PUBS. CU

Help Promote Child Literacy This Summer and Throughout the Year

The U.S. Department of Education's *America Reads Challenge* initiative asks all Americans to help keep children reading this summer and throughout the year. The following tools and materials for summer and year-round use are available free of charge:

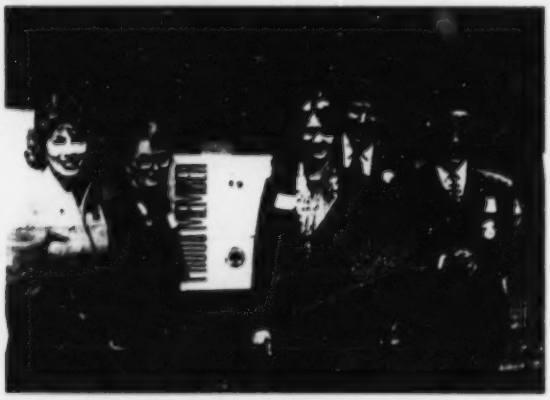
- **The new Read*Write*Now! Activity Poster,** available in English and Spanish, displays a colorful illustration on the front and a set of fun activities for children grades K-6 and their families on the back.
- **The new Read*Write*Now! Tip Sheet for Developing a Community Reading Program** offers suggestions for developing summer or after-school reading programs.

Call toll-free 1-877-4ED-PUBS for your free materials. The Read*Write*Now! Basic Kit is available online at http://www.ed.gov/Family/RWN/Activ97/. The Spanish version is available at http://www.ed.gov/Family/RWN/Actividades97/. For more information about the *America Reads Challenge*, call (202) 401-8888 or visit http://www.ed.gov/inits/americareads. CU

Partnership for Family Involvement in Education

San Francisco Hosts Partnership Meeting

More than 120 partners from across the nation met in San Francisco, California, on May 5 at the largest Partnership for Family Involvement in Education meeting held to date. Family, school, community, employer, and religious partners met to celebrate the Partnership's growth to 5,000 partners and to share best practices. The Secretary's Regional Representatives of the U.S. Department of Education presented their partners and partnership building efforts. Lynn Simons, regional representative of region VIII in Denver, Colorado, introduced Bob Toye and the reading, mentoring, and mapping programs of the Telephone Pioneers. Loni Hancock, regional representative of region IX in San Francisco, California, introduced Sunne Wright McPeak of The Bay Area Partnership, which is coordinating inter-



Pictured left to right at the Partnership meeting in San Francisco are Sunne Wright McPeak of the Bay Area Partnership, Loni Hancock of region IX, Jan Berk of the Los Angeles Times, Assistant Secretary of Education Mario Moreno, and Deputy Assistant Secretary of Education Wilson Goode.

The 1999 Business and Education Conference "Making It Work...Making It Pay: Better Education Is Everybody's Business," was held in San Francisco on May 6-7. Pictured left to right are Superintendent of San Francisco Schools Waldemar Rojas, Wilson Goode, Mario Moreno, and San Francisco Mayor Willie Brown.

agency and business efforts across 10 counties, and Jan Berk of the *Los Angeles Times*, co-publisher of the *Compact for Reading* and sponsor of the Reading by Nine Program. Carla Nuxoll, regional representative of region X in Seattle, Washington, introduced Judy McDaniel of the Washington State School Directors' Association and sponsor of a *Tool Kit for School-Family-Community Partnerships*, and Robin Pasquarella of the Alliance for Education, which promotes business involvement in Seattle schools. Throughout the meeting, conversation among partners focused on raising standards, increasing parent involvement, improving school technology, and providing after-school opportunities. CU

More than 5,000 Partners have signed on to the Partnership for Family Involvement in Education! Thirty years of research show that greater family involvement in children's learning is critical to achieving a high quality education for every student. Join the Partnership in its efforts to link employers, educators, families, religious groups, and community organizations together to improve schools and raise student achievement. **Visit the Partnership for Family Involvement in Education online at http://pfie.ed.gov.**

Memphis Celebrates 20 Years of School and Business Partnerships

Memphis City School's Adopt-a-School Program in Memphis, Tennessee, began 20 years ago with partners including First Tennessee Bank, Federal Express, and Nations Bank. On April 26, over 600 partners, including local churches, media, large corporations, small businesses, service organizations, and individuals, met to hear U.S. Department of Education Assistant Secretary Mario Moreno discuss the benefits of business and education partnerships. Superintendent of the Year, Gerry House, representing the Memphis City School District, signed on to the Partnership for Family Involvement in Education. For more information about the Memphis Adopt-a-School Program, contact Peggy Jones at (901) 325-5624. CU

The Greenville, South Carolina Chamber of Commerce signed on to the Partnership during a recent visit to Washington, D.C. Chamber members met with U.S. Secretary of Education Richard W. Riley and representatives of the U.S. Department of Education, the National Alliance of Business and the Business Roundtable to discuss ways to strengthen business-education partnerships and support family involvement in education.

Calendar

July 8-11
The American Federation of Teachers' QUEST Conference (Quality Educational Standards in Teaching). Hilton Washington and Towers, Washington, D.C. For more information, call (202) 879-4400.

November 10-12
Partners in Education's National Symposium. Crystal Gateway Marriott, Arlington, Virginia. For more information, call (703) 836-4880.

Assistant Secretary of Education Mario Moreno poses with 1999 Superintendent of the Year Gerry House.

ANNOUNCEMENTS

- Two new publications are available from the U.S. Department of Education. *The Corporate Imperative: A Business Guide for Implementing Strategic Education Partnerships* is designed to assess a company's current education partnership activities and chart a plan to achieve goals and objectives. *Investing in Partnerships for Student Success: A Basic Tool for Community Stakeholders to Guide Educational Partnership Development and Management* focuses on recruiting stakeholders and creating a vision for education partnerships. Call toll free 1-877-4ED-PUBS to order a free copy while supplies last.
- The following environmental education partners have joined the Partnership: The National Environmental Education and Training Foundation (http://www.neetf.org); Project Learning Tree (http://www.plt.org); The World Wildlife Fund (http://www.worldwildlife.org); The National Wildlife Federation Schoolyard Habitat Project (http://www.nwf.org); The Funders' Forum on Environmental Education; Earthforce (http://www.earthforce.org); and The North American Association for Environmental Education (http://www.naaee.org).
- The Zeum, a hands-on interactive museum for kids, has joined the Partnership for Family Involvement in Education. Students at the Zeum produce videos, create Web sites, develop interactive displays, and work with artistic and theatrical professionals. For more information, visit http://www.zeum.org. CU

Ideas and Resources That Can Help Keep Schools and Communities Safe

School safety must be a priority not only for schools, but for the entire community. Following the tragic shooting at Columbine High School in Littleton, Colorado, the U.S. Department of Education is expanding its resources to help schools, families and communities around the country take action against school violence.

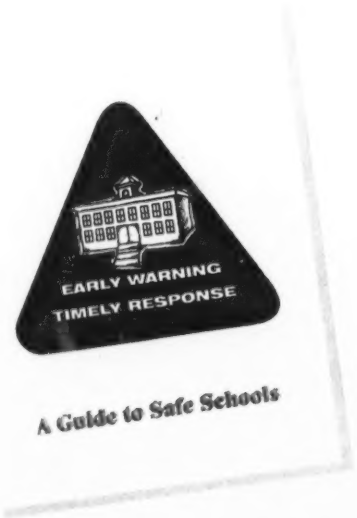
"In this time of tragedy, and as people seek to make sense of what has occurred, let us remember what the people of Littleton, Colorado have taught us in the aftermath," U.S. Secretary of Education Richard W. Riley said at a recent visit to Walt Whitman High School in Bethesda, Maryland. "Above all, we have seen the students, teachers and staff at Columbine High refuse to be broken despite this great suffering. They have been resolute in demonstrating to America that their faith in themselves and in their public school remains unshaken. They have been a shining example to us all and we need to take their example to heart and learn from it."

Secretary Riley urges all caring adults to take steps on a number of fronts to help make our schools safe. These steps include:

- Helping students to communicate and show respect for each other and, when necessary, ask adults for help.
- Preparing principals and teachers to recognize early warning signs for troubled children, help students when they need it, and take action when necessary.
- Encouraging parents to get more involved in their children's lives.

The U.S. Department of Education offers a number of resources to support local efforts that promote safer schools. School officials, community members and the general public are encouraged to:

- Visit the U.S. Department of Education's Web site at http://www.ed.gov for a variety of resources on school safety, including publications, fact sheets, statistics, funding opportunities, and other efforts to help Americans keep schools and communities safe.
- Call 1-800-USA-LEARN to talk to the U.S. Department of Education's information specialists about general information, resources and referrals on school safety issues and other education priorities of President Clinton and Secretary Riley.
- Submit ideas or suggestions to President Clinton and Secretary Riley for preventing violence in our nation's schools. Suggestions must be submitted in writing and a special e-mail box has been established for this purpose at safekids@ed.gov. People without e-mail access can fax their suggestions to (202) 401-0689 or write to: "Safe Kids," Information Resource Center, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-0498. The Safe and Drug Free Schools program will review suggestions.



- Call the U.S. Department of Education's Publications Distribution Center, "ED PUBS," at 1-877-4ED-PUBS for a free copy of *Early Warning Timely Response: A Guide to Safe Schools,* which was developed to help teachers, parents, principals and school district leaders reach out to troubled children and prevent violence in schools. Other available publications include *Student Strategies to Avoid Harm at School: Statistics in Brief; Preventing Youth Hate Crime; Creating Safe Schools: A Resource Collection for Planning and Action; Creating Safe and Drug-Free Schools: An Action Guide; Conflict Resolution Education; Manual on School Uniforms; The Annual Report on School Safety;* and *Preventing Bullying: A Manual for Schools and Communities.* CU

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FIRST CLASS

20707-3500 06

New American High Schools: A Resource for Change

The New American High Schools (NAHS) initiative recognizes and supports U.S. high schools that have undertaken extensive reform efforts to ensure that all students meet challenging academic standards and are prepared for college and careers in an increasingly competitive global economy. In conjunction with partners such as the Blue Ribbon Schools Program and the National Association of Secondary School Principals, the U.S. Department of Education's initiative identifies reform-driven high schools where innovative instructional techniques, leading-edge technology, integrated work-based experience, and community service are used to increase student achievement and performance.

"The American high school experience simply has to become more rigorous," Secretary Riley stated in his 1999 State of American Education speech. Patricia McNeil, assistant secretary for the Office of Vocational and Adult Education (OVAE) agrees. "New American High Schools provide us with a way to accomplish Secretary Riley's vision," she said.

Reports from the National Center for Education Statistics show that students are not receiving the academic preparation needed to succeed or compete in the knowledge-based economy of the 21st century. Almost half of the students graduating from the nation's high schools do not possess enough basic skills needed today to successfully complete a college education or to move up a career ladder in an entry-level job.

Currently, there are 17 New American High Schools "showcase sites." One example is Adlai E. Stevenson High School in Lincolnshire, Illinois. In the 1980s, residents of the largest population center of the district voted to secede rather than send their children there. In 1983, representatives of Stevenson's Board of Education, staff, administration, community, and students developed a strategic plan for school improvement. The school implemented a formal mentoring program for brand new teachers, an extensive student substance abuse prevention program, intervention strategies to ensure that students meet the school's academic standards, and student mentoring programs.

In 1997, the College Board ranked Stevenson first in the Midwest and among the top 10 schools in the world in the Advanced Placement (AP) program for producing more AP scholars than any school in the world. The U.S. Department of Education named Stevenson a Blue Ribbon School three times, and in 1998 it was recognized as a New American High Schools "showcase site."

In partnership with the National Association of Secondary School Principals, the U.S. Department of Education published the 1999 application requirements for the NAHS initiative on April 23. The initiative's goal is to recognize up to 100 schools as New American High Schools by the fall of 1999, and to double that by the year 2000. Any school in the country engaged in serious efforts to raise expectations for all students and able to demonstrate significant achievement across a variety of student outcome measures will be eligible to apply. For more information or an electronic copy of the 1999 NAHS application booklet, visit the NAHS Web site at http://www.ed.gov/offices/OVAE/nahs or call (202) 205-5451. Applications are due by July 2, 1999. CU

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America Goes Back to School 1999-2000: Challenge Our Students and They Will Soar!

If we want our students to soar and succeed in the 21st century, we need more family, business, and community involvement in children's education. The back-to-school months of August through October are a good time to launch new partnerships and new initiatives to improve education. This year, more families, schools, college and university students and staff, employers and employees, grandparents, community, cultural and religious organizations, caring adults and older students are looking for ways to support the *America Goes Back to School* initiative. Sponsored by the U.S. Department of Education's Partnership for Family Involvement in Education, this annual effort gives educators and parent and community leaders the opportunity to build partnerships to improve education during the back-to-school period of August through October, and challenges Americans everywhere to make a commitment to year-round involvement in children's learning.

GOES BACK

"This is an extraordinary time for our nation's schools, and I ask all Americans to pitch in," U.S. Secretary of Education Richard W. Riley said. "Better education is everybody's business."

America Goes Back to School can help communities rally around an area of interest such as: making schools safe and drug free; recruiting and preparing quality teachers; modernizing schools; expanding after-school and summer programs; getting high standards into every classroom; or developing pathways to college and careers. Last year in Silverdale, Washington, the Central Kitsap School District developed the "Parent University" to offer a variety of classes to help parents take an active role in their children's learning. For the past two years, the district has also sponsored the Central Kitsap Goes Back to School Fair, which provides the entire community with the opportunity to come together and celebrate education.

In Chisago City, Minnesota, two Chisago Lakes elementary schools kicked off the "Academics and Achievements Through Music" program to enhance learning and memory through music in the classroom. The program, spearheaded by a parent, brought families, teachers, and school officials together to explore this new teaching and learning method to increase student achievement.

In Birmingham, Alabama, over 20,000 people attended the R.E.S.P.E.C.T. (Respect Every Single Person Ever Created Today) Annual Back to School Rally at the Alabama State Fairgrounds. Parents, community groups and employers shared ideas and strategies to help strengthen local schools. The event was organized through a partnership of R.E.S.P.E.C.T. Organization, the city of Birmingham, Birmingham Public Schools, local businesses, and state and local elected officials. In Louisville, Kentucky, more than 500 religious leaders, educators, students and members of the higher education community came together for the fourth Religion and Education Summit. The summit focused on family involvement in education, school safety, and college and career preparation for young people.

For a free copy of the *America Goes Back to School* Organizers Kit or publications designed to help families, community members and businesses get involved in education, call 1-877-4ED-PUBS. A TTY/TDD number is also available at 1-877-576-7734. You may also call 1-800-USA-LEARN or the TTY/TDD number at 1-800-437-0833. To obtain information about the Partnership for Family Involvement in Education, call 1-800-USA-LEARN or visit http://pfie.ed.gov.

Special Insert on Family Involvement *(See inside)*

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New Survey Shows Increase in Museum Education Programs

American museums are providing more K through 12 educational programs than ever before, according to a nationwide survey funded by the Institute of Museum and Library Services (IMLS). The 1998 survey, conducted over a three-year period by the Arnot Art Museum of New York, Elmira College and IMLS, forms the first baseline profile of the status of museum education.

The survey findings are based on the responses of 450 museums, part of the 600 museums selected randomly from 11,700 museums of all types, sizes, budgets and geographic locations across the country. Highlights from the report show that a vast majority of museums (88 percent) of all types in rural and urban areas are committing more staff and financial resources to serve school-aged children and to develop programs meeting the school curriculum standards. Museums in the United States spend $193 million annually on K through 12 programs, and 70 percent of museums have at least one full-time staff member who offers K through 12 educational programming.

Collectively, American museums provide nearly 4 million hours of educational programs, and museums report substantial use of school curriculum standards in shaping educational programs for a variety of school subjects. Museums offer a wide range of learning activities such as teacher training, staff or docent guided tours, and museum staff visits to school classrooms. Over 70 percent of museums reported an increase in the numbers of students, teachers and schools served in the last five years.

Acting IMLS Director Beverly Sheppard noted, "Communities can use the results of this study and our case-study workbook to strengthen existing partnerships and start new ones. Museums in nearly every community can work with classroom teachers so that children can use museum resources for curriculum-linked learning activities."

The summary publication and a case-study workbook, *True Needs, True Partners*, are available at http://www.imls.gov. For a copy of the complete survey and information about IMLS, e-mail imlsinfo@imls.gov. CU

Mars Millennium Project Takes Flight in Houston

An initial prototype flight of the Mars Millennium Project has taken off in Houston, Texas, capturing the imaginations of children, teachers and the community in a way that can serve as a model for other communities nationwide. An interdisciplinary effort, the Mars Millennium Project encourages students from classrooms and youth groups across the nation to imagine and design a community on Mars for the year 2030.

Spearheaded by the Reverend Tony Campbell, the pilot program has received full support from Houston's mayor office and America's Promise/Houston. Working in teams with educators and civic, religious, business and youth-based community groups, hundreds of students in Houston are weaving the arts, sciences and humanities into an exploration of their own communities. The result will be student projects or designs for a new community on Mars that is scientifically sound and offers a high quality of life.

"The Mars Millennium Project has enabled our children to learn math, science and the arts in an innovative way," Reverend Campbell said. "It has also given them the capacity to hope and to dream of new and better communities both here and on Mars."

U.S. Secretary of Education Richard W. Riley recently visited the program and was impressed with the quality of the children's work. The program was also featured at the U.S. Department of Education's May Satellite Town Meeting "Counting the Stars: Math, Arts and Space Science."

"I commend the citizens of Houston for putting their children's education and creativity at the forefront of learning," Secretary Riley said.

Guiding the project are the U.S. Department of Education, the National Aeronautics and Space Administration, the National Endowment for the Arts and the J. Paul Getty Trust, in concert with the White House Millenium Council. For more information, visit http://www.mars2030.net or call (310) 274-8787, extension 150. To obtain information about the project in Houston, call Laura Wade at (713) 437-6286. Videotapes of the May Satellite Town Meeting are available by calling 1-877-4ED-PUBS. CU

Satellite Town Meeting Series Planned for 1999-2000

The U.S. Department of Education's Satellite Town Meeting series has been renewed for its seventh season. Topics will be available online by July 6 at http://www.ed.gov/inits/stm. The publication *Get Plugged into the Good News About Education: Satellite Town Meeting* is available free of charge by calling 1-877-4ED-PUBS or by visiting http://www.ed.gov/pubs/edpubs.html. A TTY/TDD number is also available at 1-877-576-7734.

Partnership for Family Involvement in Education

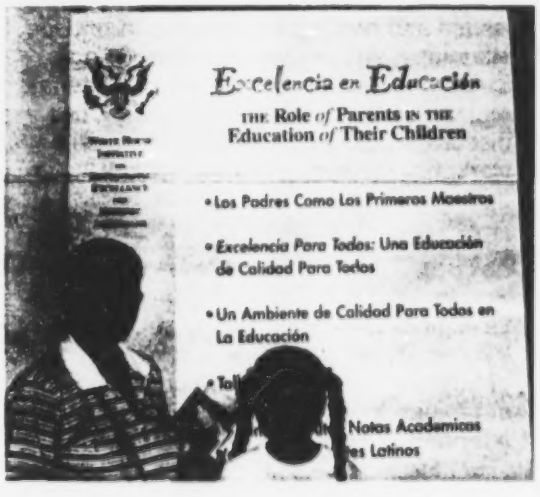
Philadelphia Futures Operates Sponsor-A-Scholar National Network

The U.S. Department of Education's *America Goes Back to School* initiative challenges Americans across the country to make a commitment to year-round involvement in children's learning. In Philadelphia, Pennsylvania, the Philadelphia Futures program is dedicated to improving life opportunities for low-income young people through education. Their centerpiece program, Sponsor-A-Scholar (SAS), has enjoyed extraordinary success in the Philadelphia area, with 94 percent of SAS students enrolled in college immediately after high school graduation and 88 percent returning for their second year of college.

The SAS program employs a combination of long-term one-on-one mentoring, a financial incentive for college expenses and academic enrichment and support. The organization mobilizes individuals, businesses, public agencies, and colleges and universities to become involved with city schools. More than 467 students participate in SAS/Philadelphia, representing more than 50 colleges and universities.

The SAS National Network offers consulting services to communities and organizations across the nation that want to implement some or all of the SAS model. Presently, there are 10 programs across the country that have adapted the SAS model, serving more than 550 students with mentors, financial incentives, and academic support. For more information about the Philadelphia Futures program, call Debra Kahn at (215) 790-1666, extension 18 or e-mail philaf@philadelphiafutures.org. CU

SAS student Isaiah Bell poses with mentors Anne and David Hilton


Excelencia en Educación
THE Role of Parents IN THE Education of Their Children
• Los Padres Como Los Primeros Maestros
• Excelencia Para Todos: Una Educación de Calidad Para Todos
• Un Ambiente de Calidad Para Todos en La Educación

Hundreds of participants attended the "Excelencia en Educación: The Role of Parents in the Education of Their Children" conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans on June 4-5 in New York City. Excelencia en Educación is part of an ongoing national conference series that advances a dialogue on the essential role parents play in supporting the education of their children.

More than 5,000 Partners have signed on to the Partnership for Family Involvement in Education! Thirty years of research show that greater family involvement in children's learning is critical to achieving a high quality education for every student. Join the Partnership in its efforts to link employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. **Visit the Partnership for Family Involvement in Education online at http://pfie.ed.gov.**

BEST COPY AVAILABLE

Delaware Joins the Partnership

We are delighted to welcome the state of Delaware as a new member of the Partnership for Family Involvement in Education. Governor Thomas R. Carper of Delaware recently hosted the Fatherhood summit that brought together Delaware's civic, business, education, religious, and medical and policy leaders to strengthen fathers' involvement in schools, business, and families. The conference focused on strategies for encouraging responsible fatherhood, and highlighted examples of effective practice. CU

U.S. Secretary of Education Richard W. Riley co-hosted a sign on ceremony with Governor Carper (left.) The state of Delaware is the third state to sign on to the Partnership, joining Maryland and North Carolina.

ANNOUNCEMENTS

- The U.S. Chess Federation, a new member of the Partnership for Family Involvement in Education, has documented improvement in academic performance through involvement in chess. Chess improves concentration, visualization, and memory, and can be introduced at many levels to teach a variety of subject skills. For more information about the U.S. Chess Federation, visit http://www.uschess.org.
- Kaiser Permanente's Educational Theater Program provides information on health issues and positive role models in real life situations, and is geared to various age levels and interests. Theater professionals engage students in role play, interactive discussion, and presentation of student work. For more information, contact becky.e.belangy@kp.org.
- Newport News Public Schools in Virginia has been selected as a "Governor's Best Practice Center" and will partner with The College of William and Mary and the Virginia Department of Education to promote innovative and effective teaching strategies for at-risk students. For more information, contact Patrick Finneran at (757) 591-4936.
- ORION, a grassroots network of over 170 community organizations in 38 states and a new member of the Partnership, won the Utne Best New Magazine Award for *ORION Afield*. ORION works to promote community-based initiatives in conservation and education. They also train and support master teachers who adapt Orion models in their communities. For more information, call (413) 528-4422.
- The following Hispanic-American groups signed on to the Partnership at the Excelencia en Educación Conference in New York City on June 4-5: The Hispanic Federation; United Way of New York City; CUNY-City College; ACDP (Community Organization for Progressive Dominicans); and Aspira of New Jersey.
- The new Children's Health Insurance Program (CHIP) provides reduced or no-cost health coverage for children whose families earn too much for Medicaid, but not enough for private insurance. Administered on a state level, these programs can help students across the country stay healthy and stay in school. For more information on your state's program, call CHIP toll-free at 1-877-KIDS-NOW.

Calendar

October 13-17
The National Rural Education Association's 91st Annual Convention "Youth-Adult Partnerships in Rural America." Doubletree Hotel, Colorado Springs, Colorado. For more information, call (719) 227-3[illegible]

November 10-12
The Partners in Education's National Symposium. Crystal Gateway Marriott, Arlington, Virginia. For more information, call (703) 836-4880.

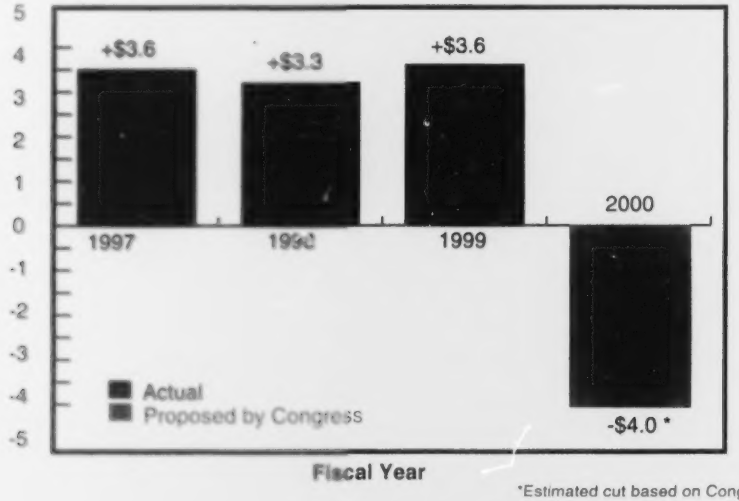
Congressional Budget Resolution Would Shortchange Key Education Programs

The FY 2000 Congressional Budget Resolution falls far below President Clinton's proposal for education and training. The House budget plan would likely necessitate cuts in critical funding for programs that reduce class size, expand after-school programs, provide extra resources for disadvantaged children, and help students prepare and pay for college. The leadership's budget resolution passed by Congress also did not address President Clinton's proposed tax credit to support $25 billion in interest-free bonds to finance construction or renovation of up to 6,000 elementary and secondary schools across America.

"We need to move education forward and provide practical resources to help our students, parents and teachers," U.S. Secretary of Education Richard W. Riley said. "The president's common sense agenda of improving teacher quality, helping students learn to read well, expanding after-school programs, increasing parental involvement, ensuring safe and drug free schools and strengthening accountability does just that. I urge Congress to work with us to improve education in these meaningful ways, not to undermine the support we must provide America's students."

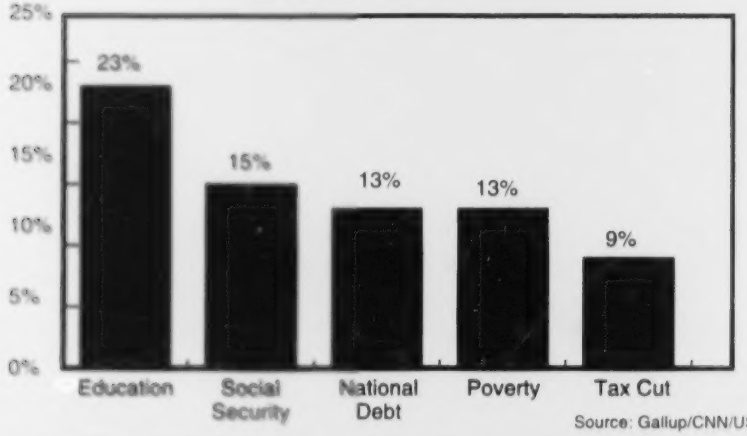
The first chart below shows changes in education appropriations during the past three years compared to the projected allocations to the Labor-HHS-Education Subcommittee based on the Congressional Budget Resolution. The second chart, based on public opinion polls, shows that a majority of Americans want to invest in education. For more information on the U.S. Department of Education's FY 2000 budget request, call 1-800-USA-LEARN. CU

Changes in Education Appropriations FY1997 - FY2000
(In Billions of Dollars)



*Estimated cut based on Congressional action to date.

Americans Believe Education Should Be Top Priority For Budget Surplus Funds



Source: Gallup/CNN/USA Today, January 1999.

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FIRST CLASS

17

Elementary and Secondary Education Legislation Sent to Congress

High academic standards, top-quality teachers in smaller classes, safe schools and strengthened accountability are the guiding principles of the Clinton administration's new proposal to reauthorize the Elementary and Secondary Education Act (ESEA) of 1965. The legislation, entitled The Educational Excellence for All Children Act of 1999, promotes the next stage of raising standards in American education by helping teachers, schools and school districts use challenging standards to guide classroom instruction and student assessment.

In 1994, Congress and President Clinton charted a path for education reform by creating the Goals 2000: Educate America Act and amending the ESEA. These laws established the clear expectation that all children would be held to challenging academic standards and that lower expectations for poor or disadvantaged students should not be tolerated. Research shows that these efforts have catalyzed education reform nationwide and begun to raise education achievement, particularly among disadvantaged children.

"American education is improving and our proposal builds on the positive trends over the last several years," U.S. Secretary of Education Richard W. Riley said. "More young people are graduating from high school and enrolling in college, and scores on standardized tests, including the SAT, are rising. Our bill will continue that momentum toward high academic standards for all children, help end the tyranny of low expectations, and spur needed reforms to ensure that all students have access to a quality education. It is the next step for improving American education."

The new legislation builds upon the promise of getting high expectations, academic standards and well-prepared teachers into every classroom by providing incentives and strengthening accountability to ensure that such reforms take hold. Among its key provisions are:

- Putting high standards in every classroom;
- Providing small class sizes;
- Helping every child read well by the end of the third grade;
- Strengthening teacher and principal quality;
- Providing accountability for schools and student performance;
- Supporting safe and healthy schools; and
- Modernizing schools for the 21st century by putting useful technology in the classrooms and expanding after-school programs.

"Reform around challenging academic standards has tremendous potential to improve American education and we see it working in states that have put these measures in place," Secretary Riley said. "But for reform to succeed, we need to make sure that everyone is accountable for doing his or her part to help students learn and that our children have the top-notch teachers, small classes and safe schools needed for them to do so."

The new legislation, when passed by Congress and signed into law, will reauthorize federal elementary and secondary education programs for five years. For more information about the proposed legislation, call 1-800-USA-LEARN or visit http://www.ed.gov/offices/OESE/ESEA/. CU

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Community Update

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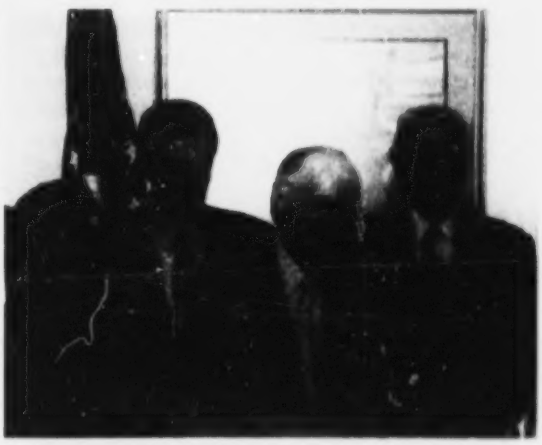
Glenn Commission Will Focus on Improving Mathematics and Science Teaching in America's Classrooms

U.S. Secretary of Education Richard W. Riley recently announced the appointment of 25 members to the new National Commission on Mathematics and Science Teaching for the 21st Century, to be chaired by former U.S. Senator and astronaut John Glenn. As part of the U.S. Department of Education's mathematics initiative, *America Counts*, the commission will consider ways to improve the recruitment, preparation, retention, and professional growth of K-12 teachers who provide math and science instruction.

In creating the commission, Secretary Riley noted that far too many students finish high school without mastering challenging mathematics and science. "A student who is not taught the potential, meaning, and magic of mathematics and science is a student who is denied the opportunity of broader learning and exploration, whose dreams go unfulfilled, and whose future success is limited," said Riley.

Results from the Third International Mathematics and Science Study (TIMSS) show that students are not performing at desired levels. While U.S. fourth graders perform above the international average, performance in the middle grades is about average, and by the end of secondary school American students score significantly below the average in both general and advanced math and science.

Increasing the number of highly qualified teachers nationwide and providing opportunities for teachers to upgrade their knowledge are critical to improving student achievement. Yet, many math and science teachers today lack the appropriate knowledge of content in the subjects they are assigned to teach, and a significant number of those who are appropriately certified feel underprepared in their disciplines. Slightly more than 25 percent of America's current high school math and science teachers lack a major or minor in those subjects. In high-poverty schools, that figure is nearly 50 percent.



Participating in the announcement of the National Commission on Mathematics and Science Teaching for the 21st Century are (left to right) U.S. Representative Connie Morella, U.S. Representative Rush Holt, U.S. Secretary of Education Richard W. Riley, and former U.S. Senator and astronaut John Glenn.

The commission, comprised of business, education, civic and government leaders, as well as teachers and school administrators, will meet periodically over the next year to review the current state of K-12 math and science teaching. In the fall of 2000, it will submit a report to Secretary Riley that focuses on specific action steps that federal, state, and local policymakers can take to address math and science teaching quality issues.

For more information about the National Commission on Mathematics and Science Teaching for the 21st Century, please call 1-877-220-9684 or visit the America Counts web site at http://www.ed.gov/inits/Math. CU

Special Insert on Family Involvement *(See inside)*

1999-2000 Satellite Town Meeting Series Will Focus on Building School-Community Partnerships

Supporting America's students as they go back to school, building school-community partnerships to improve education, and setting high standards are among the topics scheduled for discussion in the new season of U.S. Secretary of Education Richard W. Riley's Satellite Town Meeting television program begins its new season on Tuesday, September 21. Broadcast on the third Tuesday of every month, this free, interactive satellite program provides education partnerships of concerned citizens across the country—parents, teachers, college leaders, child-care providers, businesspeople, community leaders, and many others—with a way to share ideas about improving their local schools. Here are the topics for the 1999-2000 Satellite Town Meeting series:

"Back to School: Rethinking America's High Schools" September 21, 1999, 8:00 to 9:00 p.m. (ET)

"Transforming Schools and Communities: The Power of Technology" October 19, 1999, 8:00 to 9:00 p.m. (ET)

"Creating Community: Engaging Students in Civic and Character Education" November 16, 1999, 8:00 to 9:00 p.m. p.m. (ET)

"Smart from the Start: Strengthening Early Learning from Infants to Preschoolers" January 18, 2000, 8:00 to 9:00 p.m. (ET)

"Powerful Middle Schools: Influencing Teaching and Learning for Young Adolescents" February 15, 2000, 8:00 to 9:00 p.m. (ET)

"Nurturing Readers: Building and Sustaining Reading Programs" March 21, 2000, 8:00 to 9:00 p.m. (ET)

"Multiplying Excellence: Ensuring Quality Mathematics and Science Teaching" April 18, 2000, 8:00 to 9:00 p.m. (ET)

Connecting with Youth: High Standards and Safe Schools" May 16, 2000, 8:00 to 9:00 p.m. (ET)

"Learning Everywhere—In and Out of School" June 20, 2000, 8:00 to 9:00 p.m. (ET)

For more information about the 1999-2000 Satellite Town Meeting series, call 1-800-USA-LEARN, or visit http://www.ed.gov/inits/stm. You can also subscribe to STM-List, a free, read-only information service providing the most up-to-date information about the satellite teleconferences, at Satellite_Town_Meeting@ed.gov. CU

Record-Breaking School Enrollment and More Evidence of the Need to Invest in Schools

America's schools and colleges will set another new national enrollment record this fall, with public and private schools surpassing previous years' levels for the fourth consecutive year, and college enrollment breaking the previous level for the second year in a row.

Elementary and secondary schools will pack in 53.2 million students, surpassing last year's record by nearly half a million, while college enrollment will rise to an all-time high of 14.9 million, according to a special back-to-school report by the U.S. Department of Education. In addition, new enrollment records will continue for at least the next seven years, and by 2008, 54.3 million students are expected to be in elementary and secondary school.

"Many of our schools are overcrowded and will stay that way since enrollments are expected to continue climbing," said U.S. Secretary of Education Richard W. Riley. "And the situation will only get worse if we don't act quickly to build new schools and fix old ones. That's why President Clinton has sent Congress a serious school construction plan for three years in a row and now is the time to act. This bill will help to build or renovate up to 6,000 schools nationwide."

President Clinton released the report saying "the baby boom echo is another reason why I feel so strongly that we have to act now—to build new schools and fix old ones, to hire trained teachers, especially in math and science, especially for our high schools." He noted that the tax and budget plans proposed by the majority in Congress could force up to 18% cuts in critical funding for education, citing the impact on key investments, like after school programs, reading and helping disadvantaged students.

Clinton said such a tax cut would require reducing the federal role in education, exacerbating the problems many schools are already facing. "Larger classes, fewer teachers, more trailers," he said. "Sounds like a country song, doesn't it? . . . I like country music, but we can do better than that."

The report is available on the Department's website at www.ed.gov/pubs/bbecho99/. CU

Partnership for Family Involvement in Education

America Goes Back to School Steering Committee Gathers in Washington, D.C.

On July 12, Secretary Riley, Tipper Gore and members of the America Goes Back to School Steering Committee met in Washington, D.C., to discuss plans for the 1999 America Goes Back to School effort, which builds awareness and support for family and community involvement in education. The steering committee, comprising national and local leaders from across the country, organizes and participates in back-to-school events in their local communities to highlight how parents, family members, community groups, and employers can all help children learn.

Since 1994, steering committee members have been responsible for organizing hundreds of America Goes Back to School events across the country, ranging from a 20,000 person citywide rally to a breakfast for a local school and business community to celebrate a new school-to-work grant. The key to a successful back-to-school event, says committee member Peggy Sparks, is "capitalize on what your community is already doing. Use your existing networks and partnerships to spread the word and strengthen your effort."

As communities around the country head back-to-school, steering committee members are planning and conducting their back-to-school efforts. Earlier this month, Renee Gill Pratt, from New Orleans, Louisiana, helped organize the "District 91 America Goes Back to School Parade, Picnic, School Giveaway and Health Fair." This event has been part of their back-to-school efforts for the past five years and involves all sectors of the community such as the mayor, the New Orleans Recreation Department, police and fire departments, school officials, the armed forces, civic and community organizations, and local sports figures.

Here in Washington, D.C., Derek Gordon is busy planning the Kennedy Center Education Department Back to School Event for the Local Education Community. On September 28, the Kennedy Center will provide an open forum for school administrators and educators from the greater metropolitan area to visit with education program managers at the Kennedy Center to learn about offerings available to schools for the 1999-2000 school year. The event will also unveil the Center's newly designed ArtsEdge Web site.

In Rio Rancho, New Mexico, Virginia Trujillo is working with the mayor, school superintendent, and county counselor to develop a series of four local cable broadcasts centered on topics of interest to the district and local community. The first broadcast is scheduled to air a discussion of district goals and expectations for the coming school year.

For more information on America Goes Back to School, call 1-800-USA-LEARN. To receive a free copy of the America Goes Back to School Organizer's Guide or publications for distribution at your back-to-school event, call 1-877-4ED-PUBS (or 1-800 USA-LEARN in those areas where the 877 exchange is not yet available). CU

More than 5,000 Partners have signed on to the Partnership for Family Involvement in Education! Thirty years of research show that greater family involvement in children's learning is critical to achieving a highquality education for every student. Join the Partnership in its efforts to link employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. **Visit the Partnership for Family Involvement in Education online at http://pfie.ed.gov.**

Partners Collaborate to Keep Schools Safe

Partners across the nation are working to make a difference at local schools in the incidence of school violence. In Memphis, Tennessee, "Teens for Peace" youth have planned a community-wide symposium on October 16. This student-directed effort began when Memphis City Schools empowered students to play a major role in creating and maintaining peaceful schools and communities. Teams at each school make presentations on conflict resolution and sponsor events that focus on violence prevention and peaceful schools. For more information, contact Charlotte Baucom at (901) 385-4240.

In Tacoma, Washington, Pierce County Youth Safety Forum developed a model for the each school in the state to send ten students, representative of their school populations, to participate in a Youth Safety Summit. The students addressed diverse issues of alcohol and substance abuse, sexuality, diversity, mental health (inclusive of stress and depression), gangs/crime, and overall youth violence.

Based on their findings, the student leaders concluded: Students must be involved in the solution. Parents and extended families need to be more involved in their children's lives. Activities, other than sports, need to be more available to students, particularly after school and on weekends, with schools open for community use. School-community members need to dedicate themselves to more frequent, respectful, and open communication.

The findings were presented to Governor Gary Locke and the Washington State Legislature. They responded by increasing funding for student safety programs throughout Washington. For more information, contact Connie Rickman at (253) 756-0108 or by fax at (253) 759-7607. CU

ANNOUNCEMENTS

- Learning for Life, a K-12 program for character, core values, citizenship, and school-to-work transition, is available in every community. The program serves organizations in preparing youth to successfully handle the complexities of today's society and to enhance their self-confidence, motivation and self-worth. For more information, visit http://www.learning-for-life.org.
- MegaSkills Education On-Line offers information for teachers, parents, and community leaders. It seeks to provide strategies to teach attitudes and behaviors that build achievement in school and on the job through family school collaboration. For more information, visit http://www.MegaSkillsHSI.org.

These announcements describe resources relevant to the mission of the Partnership for Family Involvement in Education that are available from a variety of sources. Listing here does not constitute an endorsement by the U.S. Department of Education. CU

Calendar

October 2

Religion and Education Summit. Worcester, Massachusetts. Sponsored by a coalition of faith-based and community-based organizations and organizations supporting Latino youth and families and supported by the Partnership for Family Involvement in Education and the White House Initiative on Hispanic Excellence. The focus of the summit is to highlight needs of Latino youth and families and devise local solutions. For further information, contact Rev. Wesley Williams at (617) 266-1313.

October 6-8

1999 Regional Conferences on Improving America's Schools. Tampa, Florida. This is an opportunity to learn of new programs and address the issues and challenges facing education in your region. Subsequent meetings on November 8-10, Salt Lake City, Utah, and December 15-17, Chicago, Illinois. For more information, call 1-800-203-5494, visit http://www.ncbe.gwu.edu/iascon/ferconf.htm, e-mail IAS_conference@ed.gov.

October 13-17

The National Rural Education Association's 91st Annual Convention. Youth, Adults, Partnerships in Rural America. Doubletree Hotel, Colorado Springs, Colorado. For more information, call (970) 491-7022.

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Opportunities for Your School to Celebrate the New Millennium

Schools and communities across the nation are preparing to mark the passage to a new millennium with creative educational programs that help young people explore their history and culture and to imagine the future.

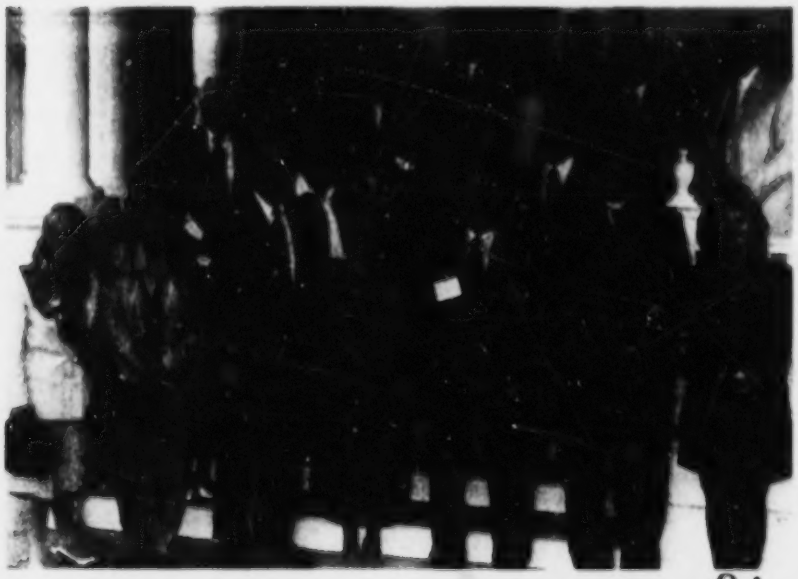
One project that is already capturing the imagination of teachers, students and community groups is the **Mars Millennium Project** sponsored by the U.S. Department of Education, the National Endowment for the Arts, the National Aeronautics and Space Administration (NASA) and the J. Paul Getty Trust in partnership with the White House Millennium Council. The Project is challenging students across America to imagine a village for 100 transplanted earthlings on the planet Mars in the year 2030. Students should consider scientific issues to sustain human life on Mars as well as consider issues of aesthetics and civics to sustain human community. More information about the Project, including participation guides and registration forms are available at http://www.Mars2030.net or by calling toll-free to 1-877-433-7827 (or 1-800-872-5327 if 877 service is not yet available in your area).

For those who prefer to preserve those structures and artifacts that were imagined and created by our predecessors, there is the **Save America's Treasures** program. It encourages individuals, organizations, school groups, and business partners to get involved in preserving what we value of the past to ensure that those things will be available for future generations. Visit http://www.saveamericastreasures.org. The Web site offers an ever-increasing list of official projects around the country, as well as links to resources that can help our future leaders learn about and participate in the preservation of those places and objects that tell the story of our past.

The national theme of the White House Millennium Council is "Honor the past—imagine the future." The council offers official **Millennium Community** designation to those communities that, through their local elected official, pledge to develop millennium commemorations that reflect that theme. For more information please visit the council's Web site at http:// www.whitehouse.gov/Initiatives/Millennium or go directly to the Millennium Communities program page at http://www.millenniumcommunities.org.

The YWCA of the U.S.A. is the American organizer for the **Stop Racism Youth Challenge**, an international millennium initiative spearheaded by Canada. It is a project that seeks to engage youth around the world in designing and implementing community-based projects that heighten awareness about the harmful effects of racism and promote action to foster values of respect, equality and diversity. More information is available at www.ywca.org or by calling toll-free to 1-888-YWCAINF.

The National Science Foundation (NSF) is celebrating its 50th anniversary by partnering with Parade magazine and another of its publications for children, react magazine, by inviting K-12 students to share their concerns about the future and propose innovative solutions through the **JumpStart2000: Your Chance to Build a Better Century challenge**. CU



The steering committee for the America Goes Back to School program met recently at the Vice President's residence to plan strategy for the new school year. Members pictured here are: (front row, l-r) Marjorie Smith, Mayor's Office City of St. Louis, Missouri; Susan Talbot-Stanaway, Muskegon Museum of Art, Michigan; Robert Baines, Manchester High School West, New Hampshire; Dianne Quimby, Belmont High School, New Hampshire; Alex Bromir, Miami-Dade Public School, Florida; Rev. Tony Campbell, America's Promise, Texas; Tish Machtolf, Central Kitsap School District, Washington (second row) Virginia Trujillo, Rio Rancho Public Schools, New Mexico; Susan Katzman, St. Louis Public Schools, Missouri; Joan Boyett, The Music Center of Los Angles County, California; Norman Miller, Harriton High School, Pennsylvania. (third row) Donald Johnson, Elmdale Elementary School, Arkansas; Beverly Sheppard, Institute of Museum and Library Services, D.C. (back row) Renee Gill Pratt, Louisiana House of Representatives; Jim Gadd, Telephone Pioneers of America, Colorado; Bill Meek, Unified School District #230, Kansas; Bryan Wunar, Adler Planetarium and Astronomy Museum, Illinois; W. Wilson Goode, Deputy Assistant Secretary, U.S. Department of Education.

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Issue No. 70

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FIRST CLASS

The Compact for Reading Helps Families Improve Reading Achievement

Today, 10 million American school children are not reading at a level needed to succeed in today's challenging classrooms. Fortunately, we have the knowledge and tools right now to help more children learn to read well, and to read more proficiently than ever before.

Research shows that family members—mothers, fathers, grandparents, older sisters and brothers—play a major role in helping children learn to read. Students benefit from opportunities to practice reading outside the classroom—at home or with a tutor or mentor from the community. Extended learning time linked to classroom instruction is more effective than practice time unrelated to the child's schoolwork.

For the 1999 back-to-school season, the Partnership for Family Involvement in Education is directing research-proven aid to families, schools, and community organizations to improve reading. One such aid is the new Compact for Reading—a written agreement among schools, parents, students, and others—to help all children read well by the end of third grade. This agreement outlines how each participant will share responsibility for raising the student's reading abilities, and it strengthens the ties between schools and families around this common purpose.

Compacts work. Research shows that schools with properly implemented compacts raise student achievement higher than similar schools without compacts. That is why Title I, the federal law that helps children in high-poverty communities to achieve, requires every school it serves to form a compact.

Compacts have a greater impact on student learning than other types of home-school interactions. Principals of schools with compacts report greater family involvement in homework and more parents reading with children at home. Best of all, schools with the greatest needs seem to benefit the most.

The Partnership for Family Involvement is offering two new resources to help communities across the country create compacts. The Compact for Reading Guide and the School-Home Links Reading Kit are designed to reach children in kindergarten through third grade, including English language learners and students with disabilities.

The Compact for Reading Guide is a user-friendly handbook that provides a five-step process to lead a family-school team through the stages of building and implementing a compact.

The School-Home Links Reading Kit gives teachers daily activities to send home with students to improve reading skills and involve families and tutors. Teachers and tutors can use some or all of the activities as they see fit to reinforce in-school learning in after-school programs, and schools can use the activities to reinforce the compact commitment with parents.

The Compact for Reading is published by the U.S. Department of Education in partnership with The Los Angeles Times Reading by 9 campaign. To review or download the Compact for Reading Guide and the School-Home Links Reading Kit, visit http://www.ed.gov/pubs/CompactforReading. CU

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Community Update

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U.S. Department of Education

Changing the American High School to Fit Modern Times

Editor's Note: U.S. Secretary of Education Richard Riley used his annual back-to-school address to open a national dialogue on the American high school experience. Following are excerpts from his speech. The full text can be found at http://ed.gov/Speeches/09-1999/990915.html.

"Today, we still seem to be using America's high schools as 'sorting machines,' tagging and labeling young people as successful, run of the mill, or low achievers."

There are several reasons why we need to put the spotlight on high school.... The first is simply demographics. In the next ten years, we will educate an additional 1.3 million high schools students.... A second reason is what young people are telling us themselves. Several weeks ago, I released a poll of over 1,000 high school students — the Shell Poll. This poll told us that the great majority of America's high school students are optimistic, ambitious and have very good values. They want to go to college. They are thinking seriously about the future. But teenagers will tell you that growing up isn't easy. The poll also told us that about 20 percent of our nation's high school students—that's about 2.7 million teenagers—are being challenged by a host of problems such as drugs and alcohol, staying in school, or a troubled family life. While the majority of students gave their high schools good marks, they also told us that they were bored and that many of them were willing just to get by....

Fifty years ago, one-third of the students were being prepared for college, one-third drifted through high school but eventually got decent jobs, and one-third were tagged as low achievers and expected to drop out.

Years ago this assumption could prevail because we lived in an industrial era. Muscle power mattered as much as brain power when it came to making a living....But those times are over and the old factory model of thinking needs to be left behind as well. Yet today, we still seem to be using America's high schools as "sorting machines," tagging and labeling young people as successful, run of the mill, or low achievers....

It seems to me that we need to go in a new direction. The American high school needs a purpose that is more than just helping students get through it. Yes, many of our high schools do a very fine job of preparing young people for college. At the other extreme, some high schools are little more than a way station for young people who already know that life is very un....

So where can we improve?

First, we need to accelerate learning. For six years now, I have been talking continuously about ending the tyranny of low expectations. This can only happen if our nation's high schools end the practice of putting some students into low-achieving or dead-end courses that tell these young people

continued on page 2

Celebrating America Goes Back to School, U.S. Secretary of Education Richard Riley toured through five states — Tennessee, Alabama, Georgia, North Carolina and South Carolina — from August 31-September 2. At the Chattanooga, Tenn., airport, Secretary Riley, Mayor Jon Kinsey and Governor Don Sundquist kicked-off the "Success Express" bus tour.

continued from first page

that we have just about given up on them....

If a student is struggling, the answer has to be an intense intervention effort—some combination of tutoring, after-school, Saturday schooling and summer school—to help that student meet high standards. ...

I believe that every high school in America should be offering Advanced Placement (AP) or other advanced courses in the core subjects within the next two years, and a fuller range of AP courses within the next three to five years. Today, only 49 percent of our high schools offer AP courses and only 10 percent of our students take these demanding courses. ...

Building a new foundation for America's high schools has to begin and end with good teaching.... High school teachers, and for that matter all teachers, have to be given the opportunity to raise their professional standards. They have to be masters of their field whether it is history, physics, technology or music....

I also believe that we need to find ways to create small, supportive learning environments that give students a sense of connection. That's hard to do when we are building high schools the size of shopping malls. Size matters.... We can create schools-within-schools, academic houses, and make sure that every high school student has an advisor for all four years that the student can count on all the time. ...

I believe that schools should set a real goal that every student has some adult to turn to for advice and support. It may be a counselor, a mentor, a coach or a teacher. But the key is to make sure that every teenager has that sense of security about knowing whom to turn to when he or she is struggling....

We can also do more to create new pathways to learning and to adulthood. In a world exploding with knowledge, with teenagers hooked on the Internet as never before, the traditional seven-periods-a-day way of learning may not be the best or the only way to educate our young people. Senior year should be a well thought-out transition into adulthood with students being given increasing responsibility...

I believe in America's young people. They are optimistic and ambitious and they are looking for direction. If you don't know a high school student, go out and meet one.

The high school student you meet will be full of possibilities and bored at the same time; extraordinarily creative and, at times, absolutely clueless. High school students will be full of themselves, and scared to death about what people are thinking about them. They are our children and grandchildren. And in a few years, when all of us are in our rocking chairs, they will be our leaders. CU

"In a world exploding with knowledge, with teenagers hooked on the Internet as never before, the traditional seven-periods-a-day way of learning may not be the best or the only way to educate our young people."

October Town Meeting Emphasizes Educational Technology's Revolutionizing Power

Imaginative principals, teachers and community leaders know that today's technology doesn't just help schools to do better what they are doing already, rather, it can transform learning completely, changing every aspect of the school.

October's Satellite Town Meeting will focus on the new opportunities offered by online technologies, the World Wide Web, e-mail, and other technologies. The program will look at how students are using technology to interact with real-world experts and scholars, conduct original research, collaborate with other students around the world, and create new types of knowledge.

The program will explore the tremendous power of technology at schools such as the Kayenta Unified School District, Navajo Indian Reservation. Kayenta resides in an isolated corner of Arizona where the public school is 100 miles from the nearest public library and 150 miles from the nearest museum. Recently, teachers and students have found increased access, via email and the Internet, to sources of professional development, research for lesson plans, class projects and assignments.

This free, live, interactive teleconference can help communities and schools begin the discussion about using technology for children's learning. Consider planning a local meeting around the event, broadcast the program on your local cable station, or tape the discussion for future use. Just provide these coordinates to your technical coordinator:

Ku-band: SBS-6; Transponder 4; Downlink Frequency 11798 MHz; Orbital Location 74 degrees; Vertical Polarity; Audio 6.2 and 6.8.

C-band: Galaxy 3; Transponder 15; Downlink Frequency 4000 MHz; Orbital Location 95 degrees; Horizontal Polarity; Audio 6.2 and 6.8.

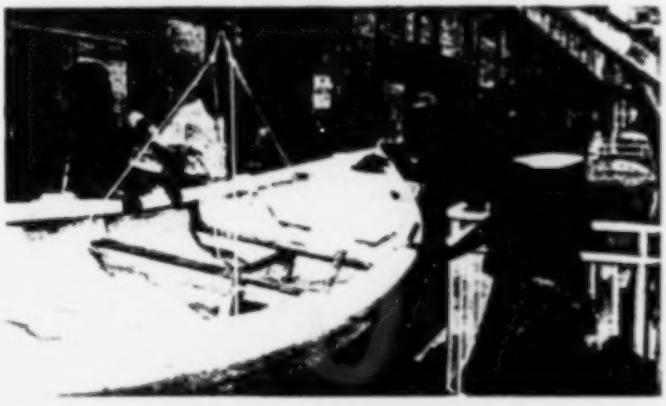
For more information about this and other programs in the Satellite Town Meeting series, call 1-800-USA-LEARN, or visit www.ed.gov/inits/stm You can also subscribe to STM-List, a free, read-only information service providing the most up-to-date information about the satellite teleconferences, at Satellite_Town_Meeting@ed.gov

The Satellite Town Meeting is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce and the National Alliance for Business with support from the Bayer Foundation, the Proctor & Gamble Fund and Target Stores. CU

Partnership for Family Involvement in Education

Floating the Apple

How do you mix history, science, conservation, recreation, construction, and leadership? One successful way is through the program called *Floating the Apple*. In New York City, students from Hell's Kitchen, Harlem, the Bronx, and other points in inner city New York, work through the winter to build rowing/sailing boats after school. They plan and host boating activities: races, historical reenactments and the study of the East and Hudson Rivers and shorelines. The boats, built according to historical maritime plans, are maintained communally and stored in community boathouses within walking distance of five New York City neighborhoods.



New York City Teens launch the boat "Rachel Carson."

A host of partners support, mentor, and participate in this after school project. Their volunteer efforts are putting local access to New York City's waterways within everyone's reach. Boat builders, teachers, engineers, business owners, museums, government services, and private individuals have worked to make this community effort a model for water cities and towns worldwide. For more information contact voice mail/info line 212-564-5412 or e-mail <floapple@aol.com> CU

Fathers Matter!

Fathers—all fathers, no matter what their income or cultural background – can play a critical role in their children's education. Research shows that when fathers are involved, their children learn more, perform better in school, and exhibit healthier behavior. Even when fathers do not share a home with their children, their active involvement can have a lasting and positive impact.

Fathers Matter!, a two-hour, national satellite event, will offer ideas and strategies for teachers, school principals, child care providers and others—giving them the tools they need to successfully involve fathers in children's learning, including readiness to learn at school, at home, and in the community.

Hosted by U.S. Secretary of Education Richard W. Riley and U.S. Secretary of Health and Human Services Donna E. Shalala, the teleconference will feature panel discussions, innovative programs, and viewer call-ins. This live, interactive event is free. All you need is access to a satellite dish to create your own event with parents, educators, students, and community leaders.

Many schools, churches, businesses and municipal buildings have satellite dishes available. Or, call your local cable access station to request that they downlink the program. The program will be available on both C- and Ku-band satellites. For the most up-to-date information, visit www.ed.gov/satelliteevent/ or call 1-800 USA LEARN. CU

Calendar

October 13—17

The National Rural Education Association's 91st Annual Convention "Youth/Adult Partnerships in Rural America." Doubletree Hotel, Colorado Springs, Co. For more information, call (970) 491-7022.

October 15

The CHOICES Mentoring Program Managers meeting for new participants will take place in Newark, NJ. CHOICES is an interactive, school-based seminar designed to help middle school students understand how their current academic decisions can increase their career and life opportunities. Contact Shelley Huestis at 1-800-343-8816, ext 5, or email her at shuestis@choicesedgroup.org or visit www.choicesedgroup.org.

November 8—12

The National Association of Partners in Education will hold its 1999 Symposium on Partnerships in Education, entitled "Student Success: The Business of Partnerships," at the Crystal Gateway Marriott, in Arlington, VA. Contact (703) 836-4880 or visit www.PartnersInEducation.org.

November 12

Newport News Public Schools and the Newport News Educational Foundation are co-sponsoring the Business/Education Summit at Newport News Shipbuilding, Newport News, Va. Contact Patrick Finneran at (757) 591-4505.

October 6—8, Tampa, Fla.
November 8—10, Salt Lake City, Ut.
December 15—17, Chicago, Il.

1999 Regional Conferences on Improving America's Schools. This is an opportunity to learn about new programs and address the issues and challenges facing education in your region. Call 1-800-203-5494, visit www.ncbe.gwu.Edu/iasconferences or e-mail IAS_conference@ed.gov.

December 1—4

National Community Education Association's (NCEA) 34th Annual National Conference, The Spirit of Education-Building Learning Communities, at the Hyatt Orlando, Fla. This is an opportunity to hear prominent speakers and attend workshops on significant issues affecting community education. Visit www.ncea.com or e-mail ncea@ncea.com.

Nova Southeastern University recently signed on to the Partnership. Secretary's Regional Representative Stanley Williams joins Nova President Ray Ferrero, Director Ken Dose, and Dean Norma M. Goonen.

Partnership Notes

More than 5,000 partners have signed on to the Partnership for Family Involvement in Education. Thirty years of research show that greater family involvement in children's learning is critical to achieving a high quality education for every student. Join the Partnership in its efforts to linkemployers, educators, families, religious groups, and community organizations to improve schools and raise student achievement. For more information, visit the Partnership for Family Involvement in Education website at http://pfie.ed.gov.

* * *

Did you know?

- *Children do better in school when their fathers are involved, regardless of whether their fathers live with them or whether their mothers are also involved.*
- *Students perform better academically, have fewer discipline problems and become more well-rounded adults when their parents become actively involved in their schools.*

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Broad American Support for Improving Public Schools

Education is the top national priority, according to recent surveys of American voters. As students prepare to begin the first school year of the 21st century, Americans are focusing on the growing importance of teaching our children well and are strongly supporting greater federal investments in improving education.

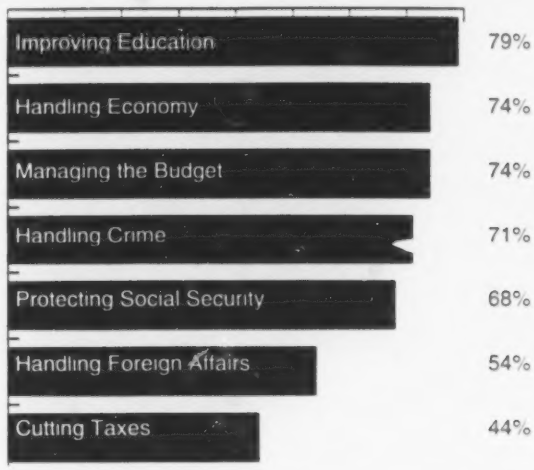
One survey found that "improving education and the schools" will be "very important" to 79 percent of Americans when choosing a president next year, more than any other issue ABC News, Sept. 7, 1999). Only 44 percent say "cutting taxes" is very important.

Another poll found that 73 percent of Americans favor more federal spending on education, more than for any of the other 19 areas polled (University of Chicago, Aug. 17, 1999). Only 73 percent wanted a cut in federal spending on education.

A large majority of Americans support across-the-board investments in education according to a Kaiser Family Foundation poll (Sept. 7, 1999). To pay for these investments, 75 percent were willing to pay $200 more in taxes each year–and 55 percent were willing to pay $500 more in taxes.

At least three-quarters of Americans support five education priorities, including paying teachers more, equiping classrooms with more computers, reducing class size, fixing run-down schools and adding more school security.

"Very Important" Issues in 2000 Vote



Source: ABC News/Washington Post Poll (Sept. 7, 1999)

Given the public's priority on education, President Clinton has asked the Congress to make serious investments in education in Fiscal Year 2000. The President's proposed budget would significantly increase funds for improving teacher quality, reducing class size, expanding technology, expanding after-school programs, fixing and modernizing schools, and increasing programs such as GEAR UP, which prepares young people for college. As this edition of Community Update goes to press, both the U.S. House of Representatives and the Senate are debating the President's proposals.

Soundbites

"Rethinking American High Schools" was the topic last month when the *Satellite Town Meeting* opened its 1999-2000 season with a live broadcast from Seattle, Washington's Nathan Hale High School. Here's a sample of the discussion:

Lee Alvoid, principal of Newman Smith High School, Carrollton, Texas: "High school reform is difficult. That's why so many people haven't done it. Parents fantasize about their days in high school and they want it to be replicated whatever glorified image they may recall. These kids are not going into the same kind of world that we went into coming out of high school."

Charlotte Bryant, teacher, Michael E. DeBakey High School for the Health Professions, Houston, Texas: "Whether you have a large school or a small school, you need to address students where they are within a small setting. That student wants to know that you are caring for him. And that you not only hold him responsible today, but to make something of himself tomorrow."

Assistant Secretary of Education Patricia McNeil: "We need to make learning more interesting. We need to make it more relevant. We need to help students think about their future and the fact that what they're doing in school links to what they're going to be doing in the future."

* * *

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Introducing the Afterschool Alliance

As many as 15 million American children have nowhere to go once the 3 o'clock dismissal bell rings. These latchkey children are at significant risk for getting poor grades, being victims of crime, or participating in antisocial behaviors that have grave consequences and high costs for themselves and society. They are also missing out on tremendous opportunities to learn and grow.

These statistics are startling when one considers that 92 percent of registered voters believe that there should be some type of organized activity or place for children and teens to go every day after school, according to a new Mott/JCPenney afterschool poll. Realizing that this issue will only intensify in the future, a new alliance has been formed to support and promote afterschool programs across the country. This Afterschool Alliance—made up of a diverse group of public, private and nonprofit organizations—is working to ensure that every child in America has access to quality afterschool programs by the year 2010.

At Centennial Park in Atlanta, Georgia, Secretary Riley formally announced the Afterschool Alliance as part of his annual America Goes Back to School effort. Founding partners in the Alliance are: The C. S. Mott Foundation, which is contributing $83 million to the after-school effort over six years and has provided the leadership for this alliance; JCPenney, the founding corporate partner has pledged $30 million over three years; the U.S. Department of Education, which already supports many after-school programs; and The Entertainment Industry Foundation, the Creative Artists Agency Foundation, People Magazine, and the Advertising Council. Each partner has committed to help build awareness and expand resources for the afterschool hours through projects, promotions and ongoing public education.

Centennial Park in Atlanta, Ga., provided the backdrop for the announcement of the Afterschool Alliance. Secretary Riley added a hand to the community sign-on to the Partnership for Family Involvement in Education.

Together, the unique talents, resources and expertise of the Afterschool Alliance will make afterschool learning an everyday reality for our kids. Their goal is to ensure that every child in America has access to quality afterschool programs by 2010. For copies of the Mott/JCPenney poll, visit the Mott Web site at www.mott.org. CU

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Community Update

No.72
November/December
1999
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Education

Comprehensive School Reform Improves Learning

Over 1900 educators gathered at the first 1999 Regional Conference on Improving America's Schools (IAS) in Tampa, Fla., October 6-8th. In a session on comprehensive school reform, schools shared their stories about student learning and described strategies for redesigning their schools. School teams explained how implementing new comprehensive reforms has resulted in impressive gains in student academic achievement. All of the schools echoed the importance of targeting these key elements in comprehensive school reform: (1) needs assessment, (2) program design, (3) reallocation of resources, and (4) evaluation of results.

These schools and others presented their reform efforts as case studies:

Located in one of the poorest areas in Richmond County, **Rohanen Primary School in Rockingham, North Carolina,** has had its share of challenges. Previous indicators suggested that nearly 70 percent of kindergarten children entered school with significant developmental delays. To improve educational opportunities for low-income families, Richmond County implemented the Even Start Family Literacy program in 1993. The Even Start Program helps parents improve their literacy and parenting skills and assists children in reaching their full potential as learners. The outcome of early intervention strategies with preschool children is evident in the increase in literacy skills and stronger family and community involvement. For the past three years, Rohanen Primary School has attained exemplary status as measured by North Carolina's new academic standards for school reform. In addition, the school received recognition for having the highest percentage of students performing at grade level of any school in the county.

The **Appling County (GA) Board of Education** serves 16,000 students in a rural community. Concerned about the high number of suspensions and explusions, the Board focused attention on youth with at-risk behaviors. In partnership with the Appling County Family Connection and the State of Georgia Department of Juvenile Justice, the Board aimed to create safer schools, support healthier students, and increase and enhance school-community support. Now, health counselors ensure that local families receive prenatal, infant and early childhood services. Children 3-5 years old can enroll in a skills development program. In the middle and high schools, students are receiving violence prevention coursework and prosocial skills. Disruptive students are referred to the juvenile court to enroll in before- and after-school activities that focus on improving behavior. Parents play an integral role by participating in weekly parenting classes taught by a mental health counselor. After-school programs have been expanded and school security increased. Through all of these measures, the Appling County Board of Education has improved its schools in a comprehensive way.

To learn more about the case studies sessions, visit the IAS Web site at http://www.ncbe.gwu.edu/iasconferences/index.htm. CU

The 1999 Improving America's Schools Conferences showcase innovative ideas for teaching and learning.

Upcoming 1999 Regional Conferences on Improving America's Schools

Salt Lake City, Utah *November 8-10*

Chicago, Illinois *December 15-17*

To register, call: 1-800-203-5494

Special Insert on Family Involvement
(See inside)

Apple Learning Interchange Offers Resources for Teachers

Apple Learning Interchange becomes the Satellite Town Meeting's new on-line partner, offering Webcasts, chats, and other features.

The Apple Learning Interchange (ALI) is a free, on-line resource for teaching, learning, research and collaboration. ALI is the place for educators interested in professional development. It is an effective tool for creating and sharing curriculum resources and building a worldwide community of people committed to finding better ways to teach with technology. More than 25,000 educators have joined the Apple Learning Interchange since its inception.

A wide variety of resources and opportunities for professional development are available, including:

- **The ALI Resources**—Thousands of Internet resources are available, including documents, images, video, audio and URLs for lesson plans and handouts.
- **Units**—The Unit of Practice is an exemplary planning tool designed to help teachers integrate technology in their classrooms through a structured curriculum framework.
- **Projects**—A growing number of interactive projects are available for teachers and students to work on with others. Each project is an example of technology-rich multi-disciplinary instruction. Current projects include: "A World Community of Old Trees," an intergenerational, participatory ecology education project on the World Wide Web; and, "Let's Play on Mars," through which students have the opportunity to invent toys for the future on Mars.
- **Chats and Forums**—Communicate with other ALI members on topics of common interest. Chats are live, synchronous on-line discussions; Forums are asynchronous discussions.

Visit http://ali.apple.com for a unique learning experience. *Note: This announcement does not constitute an endorsement of ALI by the U.S. Department of Education.* CU

The Apple Learning Interchange is the new on-line host of the U.S. Department of Education's Satellite Town Meeting. You will find a live and archived webcast and discussions before, during and after the program based on the content of the satellite discussion. Featured guests will be available to lead discussions and answer your questions. Visit http://ali.apple.com

November Town Meeting Explores Civic and Character Education Programs

In Raleigh, North Carolina, the Wake County Public Schools are experiencing decreased dropout rates and an overall increase in positive school climate since instituting a comprehensive character education program in 1993. By communicating a clear vision to the entire community, providing ongoing teacher training and resources, encouraging community involvement, and rigorously evaluating these efforts, the district has made character education a focus for every school.

The November *Satellite Town Meeting* will focus on school and community programs like Wake County's that are engaging students in civic and character education. Developing strong citizens of the future requires that young people be taught basic values such as respect, responsibility, and hard work. Engaged citizens understand the tenets and core values of democracy and the civic structures that compose our society. The program will include examples of effective ways to teach how character and civic education help children respect others and assume responsibility for their communities, reduce discipline problems, improve student grades, and strengthen parent and community involvement.

In a special segment, the program will update student progress on the Mars Millennium project, focusing on the types of governments and societies students envision for life on Mars in the year 2030.

Get plugged into the live discussion on November 16th from 8:00 to 9:00 p.m. Eastern time. Free satellite coordinates are available on the Web at www.ed.gov/inits/stm or by calling 1-800-USA-LEARN. Or, join the live Webcast at http://ali.apple.com.

The *Satellite Town Meeting* is produced by the U.S. Department of Education in partnership with the U.S. Chamber of Commerce, the National Alliance of Business and the Committee on Economic Development, with support from the Bayer Foundation, the Procter & Gamble Fund and Target Stores. CU

Partnership for Family Involvement in Education

Communities in Schools, Inc.— Rebuilding Safety Nets for Children

"Programs don't change children—relationships do," notes Bill Milliken, the founder and president of Communities In Schools (CIS), an effort to bring existing resources into schools and provide children the supportive relationships and resources they need to stay in school and lead productive lives. CIS works in more than 150 communities in 38 states to surround young people with a community of tutors, mentors, health care providers, and career counselors—caring adults who can help them to help themselves.

For more than 25 years, CIS has provided stay-in-school solutions at school sites by showing communities how they can coordinate their public, private and nonprofit resources so kids can get the help they need—where they need it—in the public schools. CIS provides community champions—privately-supported independent teams—whose sole mission is to rally community support for children and broker services in the schools.

An original member of the Partnership for Family Involvement in Education, CIS believes that students and families are strengthened when business, service providers, government, and schools are engaged in ownership of better outcomes for students.

You can contact CIS by calling 1-800-CIS4kids or at www.cisnet.org CU

Communities in Schools President Bill Milliken with students in Hidalgo, Texas.

Research shows that children do better in school when their fathers are involved, regardless of whether their fathers live with them or whether their mothers are also involved.

Fathers and mothers play a critical role in children's learning at home and at school by engaging in reading activities. Parents Without Partners member Adam Smith reads to son Aaron. For more information, visit http://www.parentswithoutpartners.org . For a copy of the study, Father's Involvement in Children's Learning, *look under publications at http://pfie.ed.gov. This study, published by the National Center for Education Statistics, identifies the important role that all fathers can play in children's learning.*

Update

Boston Private Industry Council (PIC) business partners are piloting the Corporate Imperative, a business-education template for building strategic partnerships. BankBoston, Copeland Companies, Fidelity Investments, The Greater Boston Federal Executive Board, John Hancock, Massachusetts Financial Services, Massachusetts General Hospital, and New England Financial have volunteered to use this tool over a six-month period to assess their resources, set goals, and plan partnership activities. For more information on these partnerships, contact Chris Smith, at 617-423-3755, x209 or csmith@bostonpic.org.

For copies of the Corporate Imperative, developed by the Partnership for Family Involvement, call 1-877-4ED-PUBS.

* * *

Did You Know?

- *College-educated Americans are earning, on average, 76 percent more than Americans who have only a high school diploma.*
- *Children left to themselves or under the care of siblings after school experience greater fear of accidents and crimes and are more bored than other children.*

New members of the Partnership for Family Involvement include the Hispanic Federation; United Way of New York City; CUNY-City College; ACDP (Community Organization for Progressive Dominicans); and Aspira of New Jersey.

Towson University signs on to the Partnership for Family Involvement in Education. Left to right: Dennis Hinkle, dean of the Towson University College of Education; W. Wilson Goode, deputy assistant secretary at the U.S. Department of Education; and, Nancy Grasmick, Maryland state superintendent of schools.

November 8–12
The National Association of Partners in Education will hold its 1999 Symposium on Partnerships in Education, entitled "Student Success: The Business of Partnerships," at the Crystal Gateway Marriott in Arlington, Va. Contact (703) 836-4880.

November 12
Newport News Public Schools and the Newport News Educational Foundation are co-sponsoring the Business Education Summit in Newport News, Va. Contact Patrick Finneran at (757) 591-4505.

November 8–10, Salt Lake City, Ut. and December 15–17, Chicago, Ill.
1999 Regional Conferences on Improving America's Schools. Call 1-800-703-3494, visit www.ncebe.gwu.Edu/asconferences, or e-mail IAS_conference@ed.gov.

December 1–4
National Community Education Association's (NCEA) 44th Annual National Conference, "The Spirit of Education—Building Learning Communities," in Orlando, Fla. This is an opportunity to hear prominent speakers and attend workshops on significant issues affecting community education. Visit www.ncea.com or e-mail ncea@ncea.com.

These announcements include descriptions of resources offered by members of the Partnership for Family Involvement in Education that are available from a variety of sources, and their presence here does not constitute an endorsement by the U.S. Department of Education.

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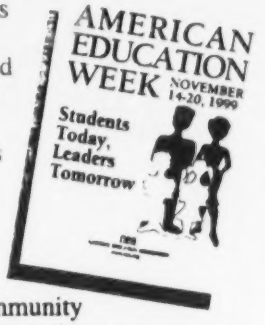
Celebrate Education!

November 14–20, 1999, marks the 78th annual observance of American Education Week (AEW). This special celebration provides a nationwide opportunity to build and strengthen partnerships between local schools and communities on behalf of all students.

The National Education Association (NEA) and the American Legion originally created American Education Week in 1919 as a way to generate public support for education. In 1921, the NEA called for "An educational week...observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting those needs." The theme this year is "Students Today, Leaders Tomorrow."

Ideas for celebrating AEW can be found at http://www.nea.org/aew/. Here are some ways to build support for education in your community during American Education Week:

- **Salute educators.** Provide a token of appreciation to teachers, support staff, administrators, and school board members. Some communities have featured teachers and principals in newsletters; sponsored appreciation lunches; and encouraged families to send notes of thanks to educators.



- **Work with the media.** In previous years, school and community leaders have bought space in newspapers, given interviews, appeared on radio shows, and even produced ads on local TV stations. Call your local cable access station and ask them to run announcements on their bulletin boards.
- **Reach out to the community.** Provide services, goods, and entertainment to local community organizations and students. Specifically, consider collecting and donating children's books to pediatricians, inviting students to career fairs, or holding a barbecue to raise money for scholarships. CU

Visit the White House Millennium Office at http://www.whitehouse.gov/Initiatives/Millennium/

MILLENNIUM NOTES

Follow your family's story and you'll rediscover America's history!

That is the idea at the heart of My History Is America's History, a project created by the National Endowment for the Humanities to mark the millennium. The project outlines 15 things you can do to save America's stories in the My History guidebook, Web site and poster, and includes simple, easy-to-follow steps to preserve stories and historical treasures. For example, there are sample oral history interview questions for drawing out relatives' memories; tips on preserving family treasures such as photographs, furniture and videotapes; and classroom and family projects to give students a personal connection to American history.

The Web site, www.myhistory.org, is designed as a virtual "front porch" for every American. Families can post their stories and photos on the on-line archive and visitors can read other families' stories and see how the tapestry of America has been woven. Call 1-877-NEH-HISTORY for more information.

Netherlands-U.S. collaboration on oral history

The U.S. Embassy in the Netherlands is marking the millennium by celebrating the American and other Allied participation in the liberation of the Netherlands during World War II, as well as the courage and the endurance of the Dutch people during that time. Engaging secondary school students in the United States and the Netherlands, the Embassy will assemble an oral history of the American and Dutch aspects of World War II, particularly the liberation of the Netherlands.

Students are encouraged to research World War II and liberation experiences of civilians and soldiers during the period 1944-1945, conduct oral history interviews with veterans and survivors, and then turn those stories into a final project in any form (written, digital or video, and the like) and enter the competition for the best project. Projects will be part of a living archive that will be available on-line and as a CD-ROM for use by individuals, community groups and schools. Prizes will be awarded to top entries as judged by an American/Dutch jury.

For more information visit the Web site www.usemb.nl.

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FIRST CLASS

Technology Supports Teachers, Communities and Lifelong Learners

Three new programs are helping prepare the next generation of teachers, increase access to technology in struggling communities, and put new technology to use for expanding distance learning.

Preparing New Teachers to Use Technology in the Classroom

*The **Nebraska Department of Education** and all of the Nebraska Colleges and Universities are creating a new curriculum for aspiring teachers with technology-based classroom experiences and a system that will assess new teachers' competency in technology.*

Vice President Gore announced ·v program will…"ensure that new ing the workforce are ready to use tl Information Age tools for teaching and lea ng." The U.S. Department of Education awarded $75 million in grants to colleges, school districts, and state education agencies involving partnerships with high-tech companies and non-profit organizations. Three different kinds of grants will support planning, implementation, and the development of statewide initiatives and other national efforts to integrate technology in teacher preparation programs.

Expanding Community Access to Technology: Narrowing the Digital Divide

*The **ASPIRA Association, Inc.** will replicate its community technology center model, building four new centers in the mostly Latino Empowerment Zone neighborhoods of Chicago (IL), Philadelphia (PA), Bridgeport (CT), and Carolina (PR). The existing community centers will be expanded to include computer learning rooms with Internet-connected computers and educational software.*

The Community Technology Centers "will help parents and students, who don't have computers at home, link learning at school with learning anywhere through technology and bring the power of computers and information-age resources to those who have the greatest need," noted Education Secretary Riley. Forty grants totaling $10 million were awarded in urban and rural areas and targeted to empowerment zones and enterprise communities.

Providing Lifelong Learning through Distance Education

*The **College of the Mainland** and a consortium of 30 Gulf Coast petrochemical companies and 20 community colleges in Texas, Louisiana, and Mississippi will redesign four courses of the Applied Science associate degree program, developing virtual reality modules and on-line programs that offer hands-on instruction.*

Learning Anytime Anywhere Partnerships (LAAP) grants totaling $10 million will support distance education through technologies such as the Internet and CD-ROM to reach students wherever they may be, whatever time of day. These proven forms of distance learning will help underserved students who often struggle to balance work and family and who find it hard to participate in traditional classroom-based instruction, enabling them to get the education they need to get ahead.

For further information visit our Web site at www.ed.gov/Technology. CU

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